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ELEMENTARY SPANISH COMPOSITION

BY

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FOREWORD

The purpose of the author in writing this Elementary Spanish Composition has been to supply the need, which is undoubtedly felt, for a simple and compact book, small enough in amount of text and exercises to enable it to be easily fitted into the program of the average class, and sufficiently elementary to permit of its introduction as early as the second semester of college and university work, or the second year in secondary schools.

The plan of the work is in accordance with the belief that the most successful way to teach composition is to furnish the student with a piece of text in the language which he is studying, which text should serve him both as a model of style and as a source of vocabulary and of knowledge of grammatical usage. In this way the teacher is enabled to guide the student in his first steps in composition, having always in mind the important principle that reproduction and imitation are the essentials of the acquisition of the ability to write a foreign language.

The Spanish texts which serve as the bases for the composition lessons in this book have been composed with the single purpose of furnishing the student an easier means of observing and imitating correct Spanish than he could afford himself in his reading of Spanish

works. The material found in these texts is drawn from the happenings of American university life, and has one great advantage over strictly Spanish material in that the average student is thoroughly familiar with it. (This statement is made with a full realization of the many advantages offered by similar works based on Spanish life and customs.) In selecting the subjects for the several texts care has been taken to choose only those which are not so remote from Spanish life and customs as to render their treatment in Spanish difficult ; in other words, the incidents treated might equally well occur in Spain, although of course with certain modifications. In view of this it will be easily seen that the vocabulary taught by this text is one readily adaptable to Spanish life and incident.

Each Spanish text is followed by two separate composition exercises. In each case, in the first one of these two exercises some particular grammatical point is exemplified, and the exercise has been written for that specific purpose. The second exercise, while of course it serves to exemplify grammatical points, is general in character, and may well serve to test the student's assimilation of the Spanish original as a whole. It is hoped that this double set of composition exercises will be found useful, as affording an opportunity for a more complete and varied handling of the content of the Spanish originals. The principal idioms found in each lesson are again presented, in simple form, in a group of Spanish sentences, and each lesson has also an idiomatic drill, consisting of sentences for translation into Spanish, intended to emphasize further the idioms employed in the Spanish texts and

to furnish drill on them. Each lesson has, in addition, a short conversational exercise, consisting of questions in Spanish, based upon the material found in the text of the lesson.

For generous assistance in revising the Spanish texts, and for valuable suggestions, the author is under the pleasant obligation of thanking most gratefully his friends and colleagues, Professors Joaquín Ortega and Ernest Atkin, and Messrs. Manuel Ortega, Luis Tirapegui and Samuel Wofsy.

CHARLES DEAN COOL

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ELEMENTARY SPANISH COMPOSITION

LESSON I

SE ESTUDIA EL PROSPECTO DE LA UNIVERSIDAD

— ¿ Ha escrito Vd. a la Universidad pidiendo el prospecto ?

— Sí, señor, hace algunos días, y el señor secretario no ha tardado mucho en enviarme el prospecto, que llegó ayer a mi poder.

— ¿ Ya lo ha examinado Vd.?

— No todo, pero he tenido tiempo para estudiar bien una parte de él y estoy ahora bien enterado de los requisitos para ingresar en la Universidad.

— ¿ Cree Vd. que aquí en la escuela preparatoria hemos llenado todos los requisitos necesarios ?

— Sí, señor. Nuestra escuela es inspeccionada cada tres años por los profesores de la Universidad.

— ¿ No es verdad que en su última visita esos señores han quedado satisfechos de la enseñanza que se da aquí y han puesto nuestra escuela en la lista de las escuelas acreditadas ?

— Sí, señor, y por eso nosotros sólo tendremos que presentar nuestros certificados para ser admitidos en la Universidad.

— Me alegro mucho, porque no quiero sufrir exámenes de ingreso.

REVIEW OF GRAMMAR

NOTE. The grammar review, which follows the Spanish text of each lesson, treats of the grammatical points illustrated by Composition I of that lesson, and should, therefore, be carefully studied before writing out the exercise.

PRESENT INDICATIVE

The present indicative is formed by adding the following endings to the infinitive stem:

1ST CONJUGATION	**-o, -as, -a, -amos, -áis, -an**
2D CONJUGATION	**-o, -es, -e, -emos, -éis, -en**
3D CONJUGATION	**-o, -es, -e, -imos, -ís, -en**

In general the present indicative in Spanish has the same uses as in English. It should be noted that in Spanish the simple present is often used where in English the progressive form would be required. This is true also of the imperfect and perfect tenses. Examples:

¿Qué hace Vd.? *What are you doing?*
Escribía a mi padre. *I was writing to my father.*
He estudiado. *I have been studying.*

The present is often used in Spanish where the English uses the future, to express a strong assertion, a threat, etc. Examples:

Lo hago, por mucho que Vd. diga. *I will do it, however much you may say.*
Si lo haces, te mato. *If you do it, I will kill you.*

In Spanish the present is used, instead of the perfect progressive, to express an action, a state, etc., which began in the past and still continues in present time. Examples:

Estudiamos desde hace dos meses or **Hace dos meses que estudiamos.** *We have been studying for two months.*

NOTE. **Hemos estudiado (por) dos meses** means *We studied for two months*, not *We have been studying for two months.*

Desde entonces me visita todos los días. *Since then he has been visiting me every day.*

If the sentence is negative the perfect may be used, as in English. Example:

Hace dos días que no le he visto or **no le veo. No le he visto (no le veo) desde hace dos días.** *I have not seen him for two days.*

COMPOSITION I

Robert[1] writes to the University and asks for a catalogue. The registrar will not delay in sending it to him.

He has been waiting[1,2] for the catalogue for[3] some days, and when[1] it reaches him he examines it. He has not time to study it all well, but he examines the requirements for entering the University, and he acquaints himself with them.

Robert knows[1] that in the preparatory school all the requirements for entering the University are fulfilled, and he believes that the University professors are satisfied with the instruction which is given in[1] it. They examine the school every three years and they always[1] put it on the list of accredited schools.

Those[1] who[1] go[1] from this[1] school to the University have only to present their certificates in order to be admitted. They are very glad of[1] it,[1] because they do not desire to take entrance examinations.

[1] See vocabulary. [2] Present tense. [3] desde hace.

COMPOSITION II

How many[1] days ago[1] did you write to the University in order to ask for the catalogue?

I wrote three days ago, and I believe that my letter[1] has already reached the registrar. He will not delay much more[1] in sending it to me.

What[1] parts of it will you study?

I will examine it all, if[1] I have time to do[1] so,[2] but I wish above[1] all to acquaint myself with the requirements for entering the University.

All those[3] requirements are fulfilled[4] here in our preparatory school, are they not?[5]

Yes, sir. The University professors inspect our school every three years, and on all their visits they are satisfied with the instruction which is given here. Three years ago they put it on the list of accredited schools, and I believe that they will do so[2] again[6] this[1] year.

Shall we have to take entrance examinations in order to be admitted to the University?

No, sir. They will admit us if we merely present our certificates.

IDIOMS

1. Fuí admitido en la Universidad. 2. Conozco bien la escuela. 3. No han llenado los requisitos para ser admitidos. 4. No he tardado en escribirle. 5. Me pidió un catálogo. Yo le pregunté si tenía uno. 6. En mi última visita quedé muy satisfecho. 7. La escuela fué inspeccionada el año pasado. 8. Las escuelas eran inspeccionadas todos los años. 9. Tuvo que sufrir el examen de ingreso. 10. La carta llegó ayer a nuestro poder.

[1] See vocabulary. [2] lo. [3] esos. [4] Reflexive. [5] ¿ no es verdad ? [6] Use volver a with infinitive hacer.

REVIEW OF IDIOMS

1. I asked him for a catalogue. 2. He did not delay in sending it to me. 3. They wrote some days ago. 4. I have been writing [1] for [2] some days. 5. It reached him yesterday. 6. They are well acquainted with the entrance requirements. 7. He has not fulfilled them. 8. On his last visit he was satisfied with the school. 9. It used to be inspected every three years. 10. It was not inspected last [3] year. 11. He will have to take an examination in order to enter the University. 12. We should be admitted if we presented our certificates.

QUESTIONS TO BE ANSWERED IN SPANISH

¿Adónde escribió Vd. pidiendo el prospecto?

¿Cuánto tiempo hace que Vd. escribió?

¿Quién recibió la carta que Vd. escribió?

¿Para quién quería Vd. el prospecto?

¿Cuánto tiempo tardó el señor secretario en contestar su carta?

¿Cuándo recibió Vd. la contestación?

¿Qué se necesita para estudiar bien una cosa?

¿Qué parte del prospecto le interesa más a Vd.?

¿Qué es necesario hacer para poder ingresar en la Universidad?

¿Dónde se pueden llenar los requisitos para ingresar?

¿Qué personas visitan de vez en cuando las escuelas preparatorias?

¿Qué hacen en sus visitas?

¿Cuál es la parte de la escuela que más les interesa?

¿Qué reciben los jóvenes que se gradúan en las escuelas preparatorias?

¿Qué tienen que hacer los graduados de las escuelas acreditadas que van a la Universidad?

[1] Present tense. [2] desde hace. [3] See vocabulary.

LESSON II

SE ACERCA EL DÍA DE LA PARTIDA

— Está ya muy cerca el día de nuestra partida para la Universidad.

— Sí, es la semana próxima. Yo estoy muy contento de poder ir a estudiar a la Universidad.

— Creo que allí el tiempo se pasará muy agradablemente.

— Sí, pero también tendremos que trabajar mucho. En la Universidad para salir bien en los exámenes es preciso estudiar seriamente.

— Aquí en la escuela preparatoria no nos han suspendido en ninguna asignatura.

— Es verdad, pero también sé que en la Universidad al final de cada semestre despiden a muchos estudiantes a causa de las malas notas que reciben.

— ¿No es verdad que hay muchos estudiantes holgazanes, que fuman, que juegan a los naipes y que no quieren estudiar mucho?

— Sí, y los que no estudian seriamente salen mal en los exámenes del final del semestre y se les despide de la Universidad.

— Entonces nosotros vamos a trabajar mucho, para salir bien en los exámenes y para sacar buenas notas en todas nuestras asignaturas.

— Eso es lo que tendremos que hacer.

REVIEW OF GRAMMAR

IMPERFECT INDICATIVE

The imperfect indicative is formed by adding the following endings to the infinitive stem:

1ST CONJUGATION **-aba, -abas, -aba, -ábamos, -abais, -aban**
2D AND 3D CONJUGATIONS **-ía, -ías, -ía, -íamos, -íais, -ían**

The only verbs which are irregular in the imperfect indicative are

ir iba, ibas, iba, íbamos, ibais, iban
ser era, eras, era, éramos, erais, eran
ver veía, veías, veía, veíamos, veíais, veían

The imperfect indicative is used in Spanish to express (1) An action or state which had not ended at the time of which we speak. Example:

Lavábamos los platos. *We were washing the plates.*

(2) Customary action or state in past time. Examples:

Siempre íbamos a la escuela. *We always used to go to school.*
Siempre estábamos felices. *We always used to be happy.*

NOTE. The Spanish imperfect indicative may need to be rendered by some one of several forms, according to the required shade of meaning. Example:

Leía. *I read. I used to read. I would read* (not to be confused with conditional). *I was reading.*

(3) An action or state which had begun previously and was still going on at the time mentioned. In this case the English uses the pluperfect. Examples:

Desde entonces estudiaba mucho. *Since then I had been studying a good deal.*
Hacía un año que vivíamos allí. *We had been living there a year.*
Desde que estábamos en España disfrutábamos mucho. *Since we had been in Spain we had been having a good time.*

COMPOSITION I

The day of their departure was (already) very near, and our two [1] young men [1] were very glad to be able to go to study at the University. The time was passing very agreeably and they were talking [1] of the good marks which [1] they were going to get.

They knew that at the University those [1] who [1] smoked and played cards and did not study received bad marks, and the professors dismissed them from the University at the end of the semester. But [1] they [2] were going to study seriously; they were going to work hard; they were going to get good marks.

But they knew that those who got good marks had to work hard and did not have time to smoke and play cards. The idlers did not get good marks, but bad; the professors failed them in various subjects and dismissed them from the University.

Our two young men did not have [3] to take the entrance examinations, because their preparatory school was [3] inspected every three years and was on the list of accredited schools. Its [1] graduates [1] presented their certificates and were admitted to the University.

COMPOSITION II

Robert is very glad to be able to go to study at the University. He is glad that the day of his departure is [4] near; he is glad that it is next week. Robert is not an idler; he doesn't smoke and play cards, but [1] studies seriously and works hard. He works so [1] hard that [1] he always [1] gets good marks. He always passes his examinations, and the professors never [1] fail him in any course. They are not going to dismiss him [5] from the University.

[1] See vocabulary. [2] Emphatic. Use subject pronoun, **ellos**. [3] Imperfect. [4] Subjunctive. [5] Emphatic. Use **a él** at the beginning of the sentence and **le** with verb.

There are many students who are glad to be able to go to the University because they believe that the time passes agreeably there and that they will not have to work hard. They do not study, but[1] play. They do not pass their examinations, and the professors fail them and dismiss them from the University. These[1] students are not long in finding[1] that those[1] who[1] do not work do not pass their examinations. And they are not satisfied with the poor marks which they receive.

Robert has studied hard in the preparatory school and he has always received good marks, but he knows that he will have to study still[1] harder at the University.

IDIOMS

1. Si saca malas notas se le despedirá de la Universidad. 2. Espero sacar buenas notas. 3. Despiden a los que no trabajan. 4. Saldré bien en los exámenes. 5. Hemos tenido que trabajar mucho para aprender. 6. Mi amigo ha salido mal en sus exámenes. 7. Pronto estará cerca el día de nuestra partida. 8. Iremos a estudiar a la Universidad. 9. El profesor me suspendió en la asignatura. 10. El tiempo se pasó muy agradablemente en la Universidad.

REVIEW OF IDIOMS

1. The day of our departure was near. 2. It was the next week. 3. We are going to study at the University. 4. We have to work in order to learn. 5. We passed our examinations. We failed in them. 6. They failed me in one subject. 7. They dismiss many students from the University. 8. He got very good marks. 9. Time passes very agreeably here. 10. He was dismissed because of the poor marks which he received. 11. They dismissed him because he had received poor marks. 12. They have never failed me in any subject.

[1] See vocabulary.

1. Muchos estudiantes de

QUESTIONS TO BE ANSWERED IN SPANISH

¿Qué día está ya muy cerca?

¿Cuándo deben partir para la Universidad los dos jóvenes?

¿Cómo se sienten ante la perspectiva de ir a estudiar a la Universidad?

¿Cómo creen algunos jóvenes que se pasa el tiempo en la Universidad?

¿Qué tienen que hacer los estudiantes de la Universidad?

¿Cómo se puede salir bien en los exámenes en la Universidad?

¿Qué les pasa a los que salen muy mal en los exámenes finales del semestre en la Universidad?

¿Qué vicios tienen algunos estudiantes de la Universidad?

¿Qué castigo reciben por su pereza los que no quieren estudiar?

¿Qué resolución toma el joven serio al ingresar en la Universidad?

LESSON III

PARTIDA DEL HOGAR

— Ya llegó la hora de la partida, querida madre.

— Sí, es hora de ir a la estación, si no quieres perder el tren.

— Entonces, mamá, es necesario separarnos. Te prometo que seguiré todos los buenos consejos que me has dado. Voy a aplicarme seriamente para sacar buenas notas.

— Eso es lo que esperamos de ti tu padre y yo. Tú siempre has sido un buen muchacho, y si te aplicas seriamente saldrás bien en tus exámenes y sacarás buenas notas.

— Lo haré por ti, querida mamá. Seré muy aplicado y no dejaré de ponerme la ropa interior gruesa cuando haga frío.

— También vas a escribirnos cada ocho días, para decirnos que no estás perdiendo el tiempo y que estás trabajando mucho.

— No dejaré de hacerlo, querida madre. Es hora de separarnos, porque aquí viene papá para acompañarme a la estación.

— Adiós, hijo mío. No olvides. Vas a escribirnos cada ocho días.

— Adiós, querida madre. Les escribiré una postal cuando llegue. Adiós, hasta la Navidad.

REVIEW OF GRAMMAR

PRETERIT TENSE

The preterit (also called the past absolute) is formed by adding the following endings to the infinitive stem:

1ST CONJUGATION	**-é, -aste, -ó, -amos, -asteis, -aron**
2D AND 3D CONJUGATIONS	**-í, -iste, -ió, -imos, -isteis, -ieron**

There are also some fourteen verbs which are irregular in the preterit. Examples:

decir	**dije**	**saber**	**supe**	**ser, ir**	**fuí**
	dijiste		**supiste**		**fuiste**
	dijo		**supo**		**fué**
	dijimos		**supimos**		**fuimos**
	dijisteis		**supisteis**		**fuisteis**
	dijeron		**supieron**		**fueron**

The preterit is used to indicate a single definite action, or a state regarded as a definite whole, in past time. Examples:

Le vi ayer. *I saw him yesterday.*
Estuvo dos días enfermo. *He was sick two days.*

If the action or state is in the very recent past the perfect is often used instead of the preterit. Example:

Le hemos visto esta mañana. *We saw him this morning.*

COMPOSITION I

When the time for the departure arrived Robert and his mother had to separate; she did not accompany him to the station, but said good-by[1] to him at[1] home.[1] Robert did not miss his train, because his father accompanied him to the station.

[1] See vocabulary.

When Robert arrived at[1] the University he did not fail to follow all the good advice that his mother gave him when they separated. He studied hard, he got good marks, he passed all his examinations. He did it for his dear mother, and one day when[2] it was cold, in order to follow the advice that she had given him, he put on his heavy underwear.

He did not waste his time; he did not fail to write to them every week, and one day when[2] he did not have time to write them a letter he wrote a postal.

Robert studied eight[1] semesters at the University. He got good marks in all his courses, he passed all his examinations, and he was not dismissed from the University. During[1] all these eight semesters he was very diligent and did what[3] he had promised his father and his mother.

COMPOSITION II

Robert's father and mother will not want him to miss his train. When the time to separate comes they will give him much good advice. They expect that he will study seriously, work hard, and get good marks. He will not fail to do what[3] they expect of him, and he will write to them every week to tell them that he has not been wasting his time.

Robert will not be an idler, he will not smoke, nor[1] play too much,[1] but will be very diligent and will do for his mother what[3] she expects of him. Students[4] who do what their mothers expect of them put on their heavy underwear when it is cold, and they do not fail to write home every week. Those[1] who[1] do not get good marks are not always[5] idlers, but rarely[1] do idlers get good marks. They play so much[1]

[1] See vocabulary. [2] **en que.** [3] **lo que.** [4] Supply definite article, because this noun is here used in a general sense. [5] **no siempre son.**

that[1] they get very poor marks and do not pass their examinations. Then[1] the professors fail them and dismiss them from the University.

But Robert has promised to be diligent. He will not fail to work hard for the sake of his mother, and he will follow all the good advice which has been given[2] him. He will write every week to tell them that he is working.

IDIOMS

1. Pronto será hora de ir a la estación. 2. Ya sé lo que espera de nosotros. 3. Me escribió la semana pasada. 4. Les escribíamos todas las semanas. 5. Él no sigue todos los buenos consejos que se le dan. 6. Lo hacía por nosotros. El libro es para nosotros. 7. Nunca dejaba de escribirnos. 8. Me pongo el sombrero. 9. Quiere que saquemos buenas notas. 10. No deseo perder el tren. 11. Nuestros padres no desean que perdamos el tiempo. 12. Le escribiremos cuando lleguemos a la ciudad.

REVIEW OF IDIOMS

1. When it was (*i.e.* came to be) time to go to the station we separated. 2. He did not miss the train. 3. I follow all the advice which is given to me. 4. I got good marks last[1] year.[1] 5. He did it for me. This[3] is for you. 6. He has put on his heavy underwear. 7. He used to write to me every week. Every two weeks. 8. He is wasting his time. 9. He did not fail to do it. 10. He said that he would write as soon as he arrived. 11. He told me not to forget. 12. That[4] is what[5] he expected of me.

[1] See vocabulary. [2] Reflexive construction. [3] esto. [4] eso. [5] lo que.

QUESTIONS TO BE ANSWERED IN SPANISH

¿Entre qué personas tiene lugar la conversación que figura en esta lección?

¿Qué está a punto de hacer Roberto?

¿Qué promesa le hace Roberto a su madre?

¿Qué tendrá que hacer Roberto si quiere sacar buenas notas?

¿Qué esperan de él sus padres?

¿Cómo ha sido Roberto hasta ahora?

¿Qué clase de estudiante es?

¿Qué precaución promete Roberto tomar para protegerse contra el frío?

¿Con qué frecuencia va Roberto a escribir a la familia?

¿Con quién va Roberto a la estación del ferrocarril?

¿Cómo promete Roberto avisarles a sus padres su llegada?

LESSON IV

CAMINO DE LA ESTACIÓN

— ¿ Cree Vd. que tendremos que esperar mucho tiempo el tranvía ?

— No, hijo mío, ya veo uno que se acerca. Déjame a mí esa maleta.

— Está bien, padre. Aquí tengo yo el dinero para pagar los billetes.

— Voy a dejar aquí en la plataforma trasera las maletas. Vamos a tomar esos dos asientos desocupados. (*Se sientan*) Tu madre y yo sentimos mucho esta separación, hijo mío, pero para ser un hombre instruído hay que ir a estudiar a la Universidad.

— Voy a aplicarme seriamente, padre, y voy a aprovechar lo mejor posible esta oportunidad. Seguiré todos los buenos consejos que Vd. y mamá me han dado. No perderé el tiempo. Estudiaré mucho y evitaré los malos compañeros.

— Piensa siempre que no estarás bajo la tutela de tus padres y que en la Universidad tendrás que regirte a ti mismo.

— Sí, padre, voy a hacer todo lo posible para ser un buen muchacho y un buen estudiante . . . pero ya llegamos a la estación del ferrocarril. Bajemos para ir a tomar los billetes.

— Dame una de las maletas y toma tú la otra.

REVIEW OF GRAMMAR

IMPERFECT AND PRETERIT TENSES IN NARRATION

Review statements concerning these tenses in Lessons II and III. In writing the following exercise the student should ask himself, in the case of doubtful forms, whether they express the action or merely the background of the narrative. The preterit is used to express happenings, definite past actions; the imperfect is used to express incomplete or habitual action or state in past time; hence the background and attendant circumstances are expressed by the imperfect.

COMPOSITION I

Robert and his father had not been waiting [1] long [2] when the street car approached. His father took one of the suit-cases, and when [3] they got [3] on he left it on the back platform. Robert paid the fares,[4] because he had the money.

There were some empty seats in the car, and they took two of them. After [3] they sat down they talked [3] of what [3] Robert was going to do at the University. His father regretted the separation, but he knew that if his son wished to be an educated man it was necessary to go to study at [5] the University. Robert said that he was going to apply himself seriously, in order to take advantage of the opportunity as much as possible. He knew that those [3] who [3] followed the good advice which their fathers and mothers gave them studied hard and avoided evil companions. They always thought [of the fact] that they were no longer under the supervision of their parents, and that they had to govern themselves. Robert always did all that he was able [3] in order to be a good boy.

[1] Imperfect tense. [2] *much time*; supply **desde hacía**. [3] See vocabulary. [4] *tickets*. [5] **a**.

COMPOSITION II

If we have to wait for the street car much longer [1] we shall miss the train.

Don't you see that one is approaching now? Let me take one of your suit-cases, and also let me pay the fares,[2] because I have the money in my [3] hand.[4]

Let us leave the suit-cases on the back platform. I hope there are some empty seats. — [5] Yes, here are two. Let us sit down. I hope, father, that you do not regret [6] this separation too much.

We regret it, my son, but we should regret it much more if you were [7] not an educated man, and to be one [8] it is necessary to go to the University. What [4] we expect of you is that you apply [6] yourself seriously, and follow the good advice that we have given you.

I have always avoided evil companions, and I promise to study hard at the University. I will always think [of the fact] that I am no longer under your supervision and that I shall have to govern myself.

IDIOMS

1. Cuando le vi estaba esperando el tranvía. 2. Esperó una hora el tranvía. 3. Haré todo lo que sea posible. 4. Siempre hacemos todo lo que es posible. 5. Irá a estudiar a la Universidad. 6. ¿No habrá asientos desocupados? 7. Dejaré a mi amigo una de mis maletas. 8. Tenemos que regirnos a nosotros mismos. 9. No tenía dinero para pagar los billetes. 10. Pensaré siempre que es necesario aprovechar las oportunidades. 11. Se

[1] *more time.* [2] *tickets.* [3] Definite article. [4] See vocabulary. [5] The English dash, in most of its uses, is represented in Spanish by the **puntos suspensivos** (. . .). [6] Subjunctive. [7] *we should regret* (present conditional) *that you were* (imperfect subjunctive). [8] **lo.**

aplicó seriamente. 12. Sentía que tuviésemos que separarnos. 13. Me senté en uno de los asientos desocupados.

REVIEW OF IDIOMS

1. He was waiting for the street car. 2. I hope that you will apply yourself seriously. 3. He left his suit-case to me. 4. He regrets that we have to part. 5. He went to study at the University. 6. We will sit down on the empty seats. 7. He paid the fares with the money that he had. 8. There were no empty seats. 9. When we were at the University we had to govern ourselves. 10. Think [of the fact] that you are no longer under our supervision. 11. We did all that was possible. 12. We have arrived. Get out.

QUESTIONS TO BE ANSWERED IN SPANISH

¿Qué vehículo toman para ir a la estación padre e hijo?

¿Cuál de los dos es más barato, el *taxi* o el tranvía?

¿Qué inconveniente hay algunas veces en tomar el tranvía?

¿Qué equipaje lleva en la mano Roberto?

¿Qué hacen de sus maletas los dos jóvenes?

¿Por qué no las ponen en un asiento?

¿Cuántas plataformas tiene el tranvía?

¿Dónde está el puesto del conductor del tranvía?

¿Dónde está el puesto del cobrador?

¿Qué hace el cobrador?

¿Qué opinión tiene el padre de Roberto acerca de la educación universitaria?

¿Qué resolución ha tomado Roberto?

¿Por qué será más grande la responsabilidad de Roberto cuando esté en la Universidad?

¿Qué hacen los que van en un tren o en un tranvía al llegar al final del viaje?

LESSON V

EN LA ESTACIÓN DEL FERROCARRIL

— No es necesario apresurarnos tanto, porque el tren tardará un cuarto de hora en salir.

— Eso nos dará tiempo para hacer todo lo que hay que hacer. Hay varias personas que han venido a tomar el tren y tú tendrás que aguardar turno para comprar el billete.

— (*Roberto habla al expendedor de billetes que está en la ventanilla*) Señor, un billete para X____, y también una cama de abajo, si la hay. Y quisiera saber si tendré que cambiar de tren.

— No tendrá Vd. que cambiar de tren, porque el tren que Vd. tomará aquí va directo a su destino. Aquí tiene Vd. la vuelta del billete que me dió. Los billetes del coche-cama se expenden en la otra ventanilla.

— (*Roberto vuelve a donde está su padre*) Vamos ahora a facturar el baúl al despacho de equipajes. Tengo derecho a facturar gratis ciento cincuenta libras, pero el baúl es muy grande y pesa mucho. Creo que tendré que pagar exceso.

— (*Vuelven del despacho de equipajes*) Hay mucha gente en la sala de espera. Cuidado con no perder el talón y el billete, hijo mío.

— No tenga Vd. cuidado, padre. Los he metido en la cartera.

REVIEW OF GRAMMAR

DEMONSTRATIVE ADJECTIVES, PRONOUNS, AND ADVERBS OF PLACE

The forms of the demonstrative adjectives and their meanings are as follows:

este, -a, -os, -as, *this, these* (near or pertaining to speaker)
ese, -a, -os, -as, *that, those* (near or pertaining to person spoken to)
aquel, -lla, -llos, -llas, *that, those* (near or pertaining to person or thing spoken of)

The above forms, being adjectives, are used to modify nouns. Written with the accent they are pronouns and are used in place of nouns.

The demonstrative adverbs of place correspond to the meanings of the demonstrative pronouns. They are as follows:

aquí, *here* (near speaker)
ahí, *there, right over there* (near person spoken to)
allí, *there, yonder* (near person spoken of)

COMPOSITION I

Let us hurry.

It is not necessary. The station is right-over-there [1] and we shall not be long in arriving. This suit-case weighs a good deal.

Leave that [1] one [1] to me and you take this [1] one. [1] I hope that when we arrive at the station we shall have time to do all that we have to do. If there are many people who have come [2] to take the train you will have to wait your turn to buy your ticket.

(*Robert speaks* [1] *to the ticket-seller*) Is this the window where tickets for [3] the train are sold?

[1] See vocabulary. [2] *if are many those who have come.* [3] **de.**

No, sir. It is right-over-there, at the other window. Only berths are sold here. After[1] you have[2] bought your ticket there you will have to come here in order to buy the berth.

The baggage is checked. I did not have to pay excess. This[1] is my check, and this is my ticket. In order that[1] you may not worry I will put them in my wallet.

(*They go out*[1] *on*[3] *the platform*,[1] *and Robert speaks to the station-master*[1]) Is this the train for X____?

No, sir. It is that[1] one. You will have to change cars in Chicago.

COMPOSITION II

Let us not hurry so much, for we have time to do all that we have to do. It will be some minutes[1] before the train leaves.

There are not many persons who have come to take the train, and I do not believe that I shall have to wait very long[4] to buy my ticket. I should like to know whether I shall have to change cars.

The ticket-seller (who is) at the window will tell you[5] when you buy your ticket. If you do not hurry it is possible[1] that you may not be able[6] to buy a lower berth. I believe that you do not have to change cars. I believe that this train goes directly to your destination.

(*After Robert has come back to* (*where*) *his father* (*is*)) I have bought my ticket and here is the change from the bill which I gave to the ticket-seller. He says that the berths are sold at the other window.

You go check your trunk in[7] the baggage-room and I will buy the berth. You have a right to check free one hundred

[1] See vocabulary. [2] Subjunctive. [3] **al**. [4] See Lesson IV, text. [5] Supply *it*. [6] Subjunctive of **poder**. [7] **a**. See Lesson IV, Composition I, note 5.

and fifty pounds, but it is very possible that you may have to pay excess, for your trunk weighs a good deal. Be careful not to lose the check.

IDIOMS

1. Espero que no tenga que pagar exceso (de peso). 2. Vaya Vd. a facturar el baúl al despacho (de equipajes). 3. El expendedor de billetes estará en la ventanilla. 4. Iré a tomar los billetes a la ventanilla. 5. Tuvimos que cambiar de tren en varios puntos. 6. Siempre hay que aguardar turno. 7. Todavía no me ha dado la vuelta del billete de diez dólares. 8. Apresuraos, niños. Apresúrese Vd., señor. 9. En todas las ventanillas se vendían billetes. 10. Los baúles pesan mucho. 11. Dijo que tardaríamos media hora en llegar.

REVIEW OF IDIOMS

1. It will be a quarter of an hour before we arrive. 2. Hurry. Do not hurry (*polite and familiar, singular and plural*). Let us not hurry. 3. I had to wait my turn to buy my ticket. 4. The ticket-seller was at the ticket-window. 5. Do we have to change cars at Chicago? 6. He gave me the change from the bill. 7. Tickets are sold at the other window. 8. He came back to (where) my father (was). 9. We went to check the trunk in the baggage-room. 10. You have a right to check the trunk. 11. The trunk weighed more than a hundred and fifty pounds. 12. We shall have to pay excess.

QUESTIONS TO BE ANSWERED IN SPANISH

¿Cuánto tiempo faltaba para que saliese el tren cuando Roberto y su padre llegaron a la estación?

¿Qué inconveniente hay en llegar a última hora a la estación?

¿Qué es necesario llevar para viajar en un tren?

¿Dónde se toman los billetes de ferrocarril?

¿Cómo se llaman los coches que llevan camas para el uso de los viajeros?

¿Qué tiene que hacer el viajero si el tren que toma no va directo a su destino?

¿Por qué no es posible pasar por Chicago sin cambiar de tren?

¿Qué se hace de los baúles de los viajeros?

¿Adónde lleva el viajero sus maletas?

¿Qué peso se lleva gratis en los ferrocarriles norteamericanos?

¿En qué oficina de la estación se facturan los baúles?

¿Qué tiene que hacer el viajero si el equipaje pesa más de las ciento cincuenta libras que puede llevar gratis?

¿Dónde espera la gente la llegada y la salida de los trenes?

¿Qué reciben los viajeros cuando entregan el baúl?

¿Qué hacen los viajeros prudentes del talón y del billete?

LESSON VI

DE CAMINO

— Ya no tendremos que esperar mucho tiempo, porque el tren no tardará en salir.

— Sólo algunos minutos, pero veo que todavía hay algunas personas que llegan corriendo para no perder el tren. Mire Vd. Ahí en el andén está su padre. Le está haciendo señas para que abra la ventanilla. Creo que quiere hablarle.

— (*Roberto abre la ventanilla y su padre le habla*) Pues, hijo, quería decirte que en Mádison tengo un compañero de la Universidad y te doy la dirección de su casa en esta tarjeta.

— Iré a verle sin falta, padre. El maquinista toca el silbato. El tren está saliendo. Adiós, querido padre. Déle un abrazo a mamá.

— (*El tren está en marcha*) No sé qué hacer de las maletas, Pablo. Estorban mucho aquí en el suelo, porque no podemos estirar las piernas.

— Es verdad, Roberto. La mía la voy a poner en la rejilla. Espero que no nos caiga sobre la cabeza.

— No tenga Vd. cuidado. ¿Quiere Vd. leer el periódico de esta mañana?

— Gracias, si no lo necesita Vd. He tenido tantas cosas que hacer que hasta ahora no he tenido tiempo para leerlo.

REVIEW OF GRAMMAR

POSSESSIVES AND ARTICLES USED IN PLACE OF POSSESSIVES

There are in Spanish two sets of possessive adjectives. Used only before a noun are

mi, *my*	**nuestro, -a, -os, -as**, *our*
tu, *thy, your*	**vuestro, -a, -os, -as**, *your*
su, *his, her, its, your*	**su**, *their, your*

The following are used after a noun, which must be preceded, except in case of direct address, like **Dios mío**, by an article or similar word, or they may be used in the predicate:

mío, -a, -os, -as, *my*	**nuestro, -a, -os, -as**, *our*
tuyo, -a, -os, -as, *thy, your*	**vuestro, -a, -os, -as**, *your*
suyo, -a, -os, -as, *his, her, its, your*	**suyo, -a, -os, -as**, *their, your*

Examples:

My book. **Mi libro.** (More emphatic) **El libro mío.**
A book of mine. **Un libro mío.**
The book is mine. **El libro es mío.**

These last forms, preceded by the correct form of the definite article, are used as pronouns. Examples:

Mi libro y el suyo (de Vd.). *My book and yours.*
El libro es el mío. *The book is mine* (i.e. the particular one, more definite than **El libro es mío**).

Except in rare cases the parts of the body and articles of wearing apparel are not modified by the possessive adjective, but by the definite article. Examples:

Tiene (los) ojos negros. *His eyes are black.*
Se lava la cara. *He washes his face.* (The reflexive is used because he performs a conscious operation on himself. But **Abre los ojos.** *He opens his eyes.* [He does not use his fingers, for example, to open his own eyes.])

COMPOSITION I

Our two young[1] men[1] were not long in getting[1] on the train. They did not know what to do with their suit-cases. They were in the way on the floor, and they could not stretch their legs.

"[2] I have put my suit-case into the rack, and I will put yours there also if you wish."

"Aren't you afraid that it will fall on your head? — There is your father on the platform. He is making signs with his hand.[1] He wants you to open the window."

"My son, I have here in my wallet the address of a university friend. I want you to put it into your pocket. When I know yours[1] I will send[1] it to him."

"Give it to me, father. We will go and see him, and I will not fail to write you as soon as we arrive."

"Good-by. The engineer has just[3] blown the whistle and I must get out before[1] the train starts."

When the train is in motion Robert says to Paul[1]: "If you want to read my paper I will take yours.[1]"

COMPOSITION II

Robert and his friend saw that there were still some persons who were arriving. They were running in order not to miss the train, which they knew would not be long in starting.

Robert looked out[1] of[1] the window and saw his father, who was on the platform. He was making signs for them to open the window, because he wanted to talk to them. He told them that he had a university friend in the city where they were going, whose[1] address he wanted to give them on a card. Robert said that they would go to see him without fail.

[1] See vocabulary. [2] Bear in mind that instead of these quotation marks the Spanish will use dashes. [3] **acabar de.**

When the engineer blew the whistle Robert knew that the train would not be long in starting. He said good-by to his father, and told him to give his mother a hug.

When the train was[1] in motion they put their suit-cases on the rack, where[2] they were not in the way. At first[2] they had not known what to do with them. They feared that if they put them on the rack they would fall on their heads, and if they left them on the floor they could not stretch their legs.

Robert spent[2] some[2] time reading the morning paper. He had had so many things to do that he did not have time to read it before.[2]

IDIOMS

1. La maleta le caerá sobre la cabeza. 2. ¿Qué hace Vd. de sus libros viejos? 3. ¿Qué está Vd. haciendo con ese libro? 4. El tren estará pronto en marcha. 5. Los baúles estorbaban mucho en el suelo. 6. Levanté la cabeza. Abro los ojos. Estiro las piernas. *Me lavo* la cara. 7. No tengo tiempo de (para) hacerlo. 8. Tardaremos un día en llegar a Nueva York. 9. El tren tardará cinco minutos en salir. 10. Le hice señas para que abriese la ventanilla. 11. El herido no *daba señas* de vida.

REVIEW OF IDIOMS

1. The train was not long in leaving. 2. It took us[3] an hour to arrive. 3. He was making signs for me to open the window. 4. I have a university friend there. 5. The engineer will blow the whistle. 6. The train was soon[2] in motion. 7. What did you do with my suit-case? 8. What are you doing to[4] my suit-case? 9. The trunk was very much in the way. 10. I could not stretch my legs. 11. It fell on my head. 12. I have not had time to read it.

[1] Preterit. [2] See vocabulary. [3] Use **tardar en**. [4] **con**.

QUESTIONS TO BE ANSWERED IN SPANISH

¿De qué otra manera se puede decir que el tren no tardará en salir?

¿A qué hora llegan a la estación los que van a tomar el tren?

¿Qué hacen los que temen perder el tren?

¿A quién ve Pablo al mirar por la ventanilla del coche?

¿Para qué está haciendo señas el padre de Roberto?

¿Qué tiene el padre que decirle a su hijo?

¿Qué es la dirección de una casa?

¿Cuál es la dirección de la casa donde Vd. vive?

¿Qué promete Roberto a su padre?

¿Cuándo va Roberto a visitar al compañero de universidad de su padre?

¿Qué aviso da el maquinista cuando el tren está para salir?

¿De dónde sale el tren?

¿Qué hacemos de las maletas que llevamos con nosotros dentro de los coches?

¿Por qué les estorbaban sus maletas a Roberto y Pablo?

¿Qué espera Pablo respecto a su maleta?

¿Qué ha traído Roberto para leer?

¿Por qué no había leído Pablo el periódico?

LESSON VII

DE CAMINO (Continuación)

— El tren corre con mucha velocidad.

— Sí, señor. Para sólo en las ciudades importantes, y al pasar por las pequeñas estaciones sólo disminuye un poca la velocidad.

— Nuestros compañeros de tren pasan el tiempo de muchos modos, ¿no es verdad? Veo ahí uno que está dormitando.

— Otros leen periódicos y revistas, y muchos hablan con sus compañeros de viaje. A mí me gusta mucho mirar por la ventanilla para ver el hermoso panorama que desfila ante nuestros ojos con tanta rapidez.

(*Pasa por el coche un mozo del coche-restorán. Está vestido de blanco y mientras marcha grita «El almuerzo está servido. Primera llamada para el almuerzo.»*)

— ¿Vamos allá ahora, o esperamos hasta la segunda llamada?

— Yo tengo bastante hambre; además creo que más vale ir allá ahora. Más tarde es posible que no haya sitio para nosotros.

— Entonces vamos en seguida. A mí no me gusta esperar mi turno, ni en las ventanillas de las estaciones de ferrocarril, ni en las taquillas de los teatros ni en los restoranes.

— Vamos entonces, para que no tengamos que esperar.

REVIEW OF GRAMMAR

PREPOSITIONAL PRONOUNS

The prepositional pronouns, sometimes called the disjunctive pronouns (because not joined to the verb), are the following:

mí, *me*	**nosotros, -as,** *us*
ti, *thee*	**vosotros, -as,** *you*
él, *him, it*	**ellos,** *them* (masculine)
ella, *her, it*	**ellas,** *them* (feminine)
ello, *it* (an idea, not a thing)	
sí, *himself, herself, itself, oneself, yourself*	**sí,** *themselves, yourselves*
Vd., *you*	**Vds.,** *you*

The student should bear in mind that the prepositional pronouns must always be used with a preposition and can never stand alone. When used to emphasize an accusative, or to express it without a verb, they are used with preposition **a.** Example:

Whom did you see? Him. **¿A quién ha visto Vd.? A él.**

Of course the prepositional pronouns can never be governed by a verb.

COMPOSITION I

The train passed through many stations, and between them it ran rapidly. It did not stop at small stations, but merely slowed down a little on passing through them.

Our two young men saw that their traveling companions were passing the time in different [1] ways: some were talking to those [1] who [1] were [2] with them; there was one who was dozing, and they noticed [1] him more than the others. Some had bought [1] newspapers and magazines and were reading (in) them.

[1] See vocabulary. [2] iban.

" I like[1] to sit next[1] the window, for I can look out[1] of[1] it and see the beautiful panorama which passes before my eyes."

" Who[1] is this man[1] dressed in white? What[1] is he calling out?"

" He is one of the waiters from the dining-car. Lunch is being served now. This is the first call. Don't you want to go (there) with me now?"

" I will gladly[1] go with you, but I am not very hungry. Don't you wish to go without[1] me?"

" Let us go together.[1] I am sure[1] that there is room for us."

COMPOSITION II

Express[1] trains run rapidly between stations. They do not stop at small stations, but pass through them merely slowing down a little. Those who ride[2] on a train see that their traveling companions pass the time in many ways: some [by] reading newspapers and magazines; some [by] looking through the window in order to see the beautiful view which passes before their eyes; others [by] dozing. Those who are hungry can eat in the dining-car, where meals[1] are served.[3] When the time[4] to[4] serve lunch comes[4] a waiter dressed in white goes through the car giving[1] the first call. Later he goes through the car again[1] giving the second call.

Those[1] who[1] are very hungry do not wait until the second call. They fear[1] that by[1] the second call there may be many people in the dining-car, and they may have to wait a long time because there will be no room for them. Many persons do not like to wait their turn, either at railroad-ticket offices or at the box-offices of theaters. When they see the waiter go through the car and hear[1] him call they go[5] at once.

[1] See vocabulary. [2] **ir.** [3] Reflexive. [4] **See Lesson III, text.** [5] **Supply *there*.**

IDIOMS

1. ¿Qué hacemos ahora? ¿Esperamos? 2. Por el coche pasaban muchas personas. 3. Por la mañana me levanto y me visto. 4. Las personas que están de luto visten de negro. 5. El tren pasó por muchas estaciones. 6. Tenemos mucha hambre. Mi amigo tiene mucho frío, y *está* también *cansado*. 7. Dijo que más valía ir allá en seguida. 8. A pocas personas les gusta esperar (aguardar) turno *or* su turno. 9. Voy ahora, para que no tenga que esperar. 10. Los trenes de carga corren con poca velocidad.

REVIEW OF IDIOMS

1. The train was running rapidly. 2. As it passed through the city it slowed down. 3. They were passing the time in different ways. 4. A waiter went through the coach. 5. He is dressed in white. 6. He dresses[1] in white. (*Customary.*) 7. He dressed[2] in white. (*One occasion.*) 8. Shall I go now, or shall I wait? 9. He is very hungry. 10. It is better to go now. 11. Do you like to wait your turn? 12. We went in order that we might not have to wait.

QUESTIONS TO BE ANSWERED IN SPANISH

¿Cómo corren los trenes expresos entre estaciones?

¿En qué estaciones paran los trenes expresos?

¿Qué hacen los trenes expresos al pasar por las pequeñas estaciones?

¿De qué diferentes modos pasan el tiempo los viajeros?

¿Qué cosas se leen en un tren?

¿Es la lectura la única manera que hay de pasar el tiempo?

¿Cómo se llama el coche donde se les sirven comidas a los viajeros?

[1] **vestir** (*r. ch. 3*). [2] **vestirse** (*r. ch. 3*).

¿Es más económico comer en un coche-restorán que en una *cafeteria*?

¿Cuántas comidas hace Vd. al día?

¿Cuántas llamadas da el mozo del coche-restorán?

¿Cómo visten los mozos del coche-restorán?

¿Qué inconveniente hay algunas veces en comer en el coche-restorán?

¿Qué es necesario hacer para tomar el billete si hay una larga fila de personas delante de la ventanilla de la estación?

¿Cómo se llama el departamento de un teatro que corresponde a la ventanilla de una estación de ferrocarril?

LESSON VIII

EL CUARTO DE ASEO DE UN COCHE-CAMA

— Despiértese Vd., Pablo. Ya es de día.

— ¿ Dónde estamos ?

— No lo sé, pero vistámonos tan pronto como sea posible.

— Vestirse en una de estas estrechas camas es una operación muy difícil, pero espero estar listo dentro de unos pocos minutos. ¿ Dónde estarán mis zapatos ? No los encuentro.

— Deben de estar debajo de la cama. Sí, aquí están, y los míos tambien. Están como nuevos. El mozo los ha limpiado muy bien.

— Si Vd. está listo vamos al cuarto de aseo.

— Es un departamento muy pequeño y no pueden asearse aquí al mismo tiempo muchas personas. Ahí está un lavabo desocupado. Vaya Vd. primero y yo esperaré a que haya otro.

— Ya he terminado. Me he lavado muy bien la cara y las manos, y voy ahora a afeitarme.

— ¿ Lo va Vd. a hacer con esa navaja anticuada ? Me estremezco sólo de ver esa hoja. Yo uso una máquina de afeitar y puedo afeitarme sin peligro en cualquier circunstancia.

— Voy a dejarlo para más tarde. En verdad la barba me ha crecido muy poco desde ayer.

REVIEW OF GRAMMAR

CONJUNCTIVE PRONOUNS — SINGLE OBJECT

The conjunctive pronouns, so called because used joined to verb, are as follows:

		SINGULAR	
	Nominative	*Dative*	*Accusative*
1ST PERSON	**yo**	**me**	**me**
2D PERSON	**tú**	**te**	**te**
3D PERSON	**él** (*he*)	**le**	**le, lo**
	ella (*she*)	**le, la**	**la**
	ello (*it*)	**le**	**lo**
		se	**se**
	Vd.	**le, la**	**le, la, lo**
		PLURAL	
1ST PERSON	**nosotros, -as**	**nos**	**nos**
2D PERSON	**vosotros, -as**	**os**	**os**
3D PERSON	**ellos** (masculine)	**les**	**los**
	ellas (feminine)	**les, las**	**las**
		se	**se**
	Vds.	**les, las**	**los, las**

The subject pronouns (except **Vd.** and **Vds.**) are usually omitted, if not needed for emphasis. The dative and accusative forms can never, under any circumstances, be used except with a verb. They may correctly be put before any forms except the infinitive, present participle, and affirmative imperative or subjunctive used as imperative. Examples:

Le vi ayer.
Les hemos hablado.
Quiero abrazarle.
No le quiero abrazar.
Saludándole abrí la puerta.
Dame la mano.
Déme Vd. la mano.
Démosle la mano.
No me des la mano.
No me dé Vd. la mano.
No le demos la mano.

It should be noticed that the pronoun is written as one word with the infinitive, participle, and imperative or subjunctive used as imperative.

COMPOSITION I

When I travel[1] in a sleeping-car I always wake up early, and I dress as quickly as is possible. To do so[2] in a narrow berth is a difficult operation, but ordinarily[1] I am ready in a few minutes. My shoes I find[3] under the berth, where[1] I leave them on going to bed.[1] The porter polishes them, and when I find[1] them they are like new.

Then[1] I go to the dressing-room, which is a small place. Ordinarily it is full[1] of people and all[1] of them are trying[1] to make their toilet at the same time. I wait my turn, and when there is a wash-bowl free I wash my face and my hands, and I shave myself. I do not do so with an old-fashioned razor, but with a safety razor, which[1] permits me to shave under any circumstances, without danger of cutting[1] myself. I do not like old-fashioned razors, and I tremble merely at seeing the blade of one.[4] Sometimes[1] I do not shave on the train, but I leave it until later, and I do not shave until I arrive home.[1] If my beard had grown[5] very little since yesterday I should not have to shave today.[1]

COMPOSITION II

If you travel[1] in a sleeping-car wake up[6] as soon as it is day. Dress as soon as possible. To do so[7] in one of those[8] narrow berths is a difficult operation. When you are ready you will find[1] your shoes under your berth. If the porter has polished them well they will be like new.

[1] See vocabulary. [2] *it.* [3] Supply *them.* [4] Supply *of them.* [5] Pluperfect subjunctive. [6] Use **Vd.** form. For verb see vocabulary. [7] *it.* [8] **esas.**

After putting on [1] your shoes go to the dressing-room. It is a small compartment, and many people cannot make their toilet there at the same time. If you find a wash-bowl free you can wash your face and your hands at once.[1] If not, you will have to wait until there is one free.

When you have finished [1] washing yourself it is possible that you may have to shave. If you have your safety razor you can do so on the train, without danger of your traveling companions' shuddering [2] at [3] seeing the blade of an old-fashioned razor. But if your beard has grown very little it is possible that you may be able to leave it until [4] you arrive at home.[1]

IDIOMS

1. Me desperté y me vestí en seguida. 2. Me lavé la cara. Mi hermana me lavó la cara. 3. La casa está como nueva. 4. Todos los lavabos estaban ocupados. No había ninguno desocupado. 5. Debemos estar allí a las nueve. 6. Debemos de estar ya muy cerca de nuestra destino. 7. Espere Vd. a que haya (un) asiento desocupado. 8. Me vestí tan pronto como fué posible. 9. Siempre me vestía tan pronto como era posible. 10. Nos vestiremos tan pronto como sea posible. 11. El estudiar es agradable. 12. La barba le ha crecido mucho.

REVIEW OF IDIOMS

1. Wake up (*polite and familiar, singular and plural*). Let us wake up. 2. He dressed as quickly as was [5] possible. 3. Dressing in one of these berths is hard. 4. He must be in the house. 5. It is his duty [6] to be in the house. 6. My shoes were like new. 7. We went to the dressing-room when he was [5]

[1] See vocabulary. [2] Use **que** clause with subjunctive. [3] **de**, with infinitive. [4] **para cuando**, with subjunctive. [5] Preterit indicative. [6] **deber** (infinitive).

ready. 8. There was no wash-bowl free. 9. He was waiting until there should be another. 10. We washed our hands and faces. 11. I washed the boys' faces. 12. My beard grows very little.

QUESTIONS TO BE ANSWERED IN SPANISH

¿Qué hora era cuando Roberto le despertó a Pablo?

¿Qué fué lo primero que preguntó Pablo?

¿Qué le contestó Roberto?

¿Por qué no es fácil vestirse en las camas del tren?

¿Qué había hecho de sus zapatos Pablo al acostarse?

¿Qué había hecho el mozo con los zapatos durante la noche?

¿Adónde fueron a asearse los dos jóvenes?

¿Son muy grandes o muy pequeños los cuartos de aseo de los coches-camas?

¿En dónde se lava uno las manos y la cara?

¿Qué hacen los viajeros que se encuentran con que todos los lavabos están ocupados?

¿Qué otra cosa, a más de lavarse la cara y las manos, hacen la mayoría de los hombres al asearse por la mañana?

¿Se afeita con la misma clase de navaja todo el mundo?

¿Qué ventaja representa el uso de la máquina de afeitar?

LESSON IX

LLEGADA A LA CIUDAD

— ¿ No le parece que ya vamos acercándonos a nuestro destino ?

— Sí, señor. Se nota una animación extraordinaria en los coches. Muchos de nuestros compañeros de tren llevan el mismo destino que nosotros y se están preparando para bajar.

— Recojamos nuestras cosas entonces. Yo bajaré las maletas de la rejilla y guardaré en ellas los periódicos y revistas.

— Yo estoy muy contento de pensar que ya vamos a llegar al término de nuestro viaje, porque me siento algo fatigado.

— Estamos pasando sobre un puente y veo las luces de la ciudad, que se extienden por las márgenes de un lago.

— Sí, señor, parece que ya vamos a llegar. El tren ha principiado a disminuir la velocidad. Ahora se desliza lentamente en la estación. Aquí viene el revisor de billetes llevando una linterna. Oigamos lo que grita.

— Ha gritado el nombre de la ciudad adonde vamos. Ya hemos llegado. Bajemos.

— ¿ Vamos a tomar un *taxi* para ir al hotel ?

— No, señor. No estamos sobrados de dinero y tendremos que contentarnos con tomar el tranvía.

— Espero que no tengamos que esperar una eternidad.

REVIEW OF GRAMMAR

RADICAL-CHANGING VERBS

There are three classes of radical-changing verbs, grouped as follows:

1st class	1st and 2d conjugations
2d and 3d classes	3d conjugation

Radical-changing verbs of the first class change **e** to **ie** and **o** to **ue** in the nine forms where the accent falls upon the stem of the verb, which are the entire singular of the present indicative, subjunctive, and imperative, and the third person plural of the present indicative and subjunctive. Examples:

cuento	**contamos**	**vuelva**	**volvamos**
cuentas	**contáis**	**vuelvas**	**volváis**
cuenta	**cuentan**	**vuelva**	**vuelvan**
	pierde	**perded**	

Radical-changing verbs of the second class, such as **sentir** and **dormir**, change **e** to **ie** and **o** to **ue** in the nine forms above mentioned, where accent falls on stem of verb. They also change **e** to **i** and **o** to **u** in the forms where accent is on ending and the ending does not begin with accented **i**. Examples:

siento	**sentimos**	**sienta**	**sintamos**
sientes	**sentís**	**sientas**	**sintáis**
siente	**sienten**	**sienta**	**sientan**

Radical-changing verbs of the third class, such as **pedir**, change **e** to **i** everywhere, except in those forms whose endings begin with an accented **i**. Examples:

pido	**pedimos**	**pedí**	**pedimos**
pides	**pedís**	**pediste**	**pedisteis**
pide	**piden**	**pidió**	**pidieron**

NOTE. Notice that an accented **i** does not necessarily have to bear the written accent.

COMPOSITION I

When an unusual animation is noticed in the cars we know that we are approaching our destination. All those[1] who[1] are going to get off say: "Let's gather together our things." They gather them together and they begin[2] to get ready to get off. I say to my friend: "Shall I pass[3] you your suit-case?" I get down[4] the suit-cases and we put the newspapers away in them. But I forget[1] to put away a magazine for which I paid twenty-five[1] cents.[1]

We are all very glad to know that we are going soon to reach the end of our trip, for traveling[5] fatigues [one] a good[1] deal,[1] and we know that we shall feel still[1] more fatigued when we begin our work[1] at the University.

When we approach our destination and the train slides slowly into the station those[1] who[1] have felt impatient[6] to[7] reach the end of their trip will say: "At last[1] we have arrived. Let us get out." The conductor carrying a lantern will call out the name of the city. Then we shall get out and wait an eternity for the street car, which will take us to the hotel.

COMPOSITION II

Our two young men were approaching the city to which[8] they were going. Many of their traveling companions had the same destination as they, and an unusual animation could be noticed[9] among those who were preparing to get off. The train passed over a bridge, and those who looked through the windows of the cars saw the lights of a city, which[10] extended along the shores of a lake.

[1] See vocabulary. [2] **empezar** (*r. ch. 1*). [3] Present indicative of **alcanzar**. [4] **bajar**. [5] **el viajar**. [6] **sentir impaciencia**. [7] **por**. [8] **adonde**. [9] Imperfect tense of **notarse**. [10] **las cuales**.

All were very happy to think that soon they were going to reach the end of their journey, for it seemed to them that they had been traveling [1] an eternity, and they felt very tired.

The conductor, who was carrying a lantern, passed through the car and called out something.[2] Robert asked [2] his companion whether he had heard what [3] the conductor was calling out. "Yes, he called out 'Madison.' We must gather together our things and prepare to get off."

The train slowed down and in a few minutes it slid slowly into the station. Everybody [2] cried out, "We have arrived. Let us get off." Those who had money took taxis to go to the hotel. Our two young men were not overprovided with money and had to be satisfied with taking the car.

IDIOMS

1. El tren disminuyó la velocidad. 2. Chile se extiende a lo largo del Pacífico. 3. ¿Qué llevaba el revisor? 4. Tomamos el tranvía para ir a la estación. 5. El tren iba acercándose a su destino. 6. Me sentía muy fatigado (cansado). 7. Prepárese Vd. para subir al tren. 8. Cuando nos acerquemos a nuestro destino se notará una animación extraordinaria. 9. Siempre llevábamos nuestros libros a la escuela. 10. Tomé la pluma y escribí varias palabras. 11. Saqué el reloj y lo miré.

REVIEW OF IDIOMS

1. We were approaching our destination. 2. An extraordinary animation could be noticed. 3. He prepared to get off. 4. I gather the things together. We gather them together. 5. We have felt very tired for two days. 6. We felt very tired [for]

[1] Imperfect indicative. Use **desde hacía**. [2] See vocabulary.
[3] **lo que.**

two days. 7. The train will soon begin to slow down. 8. The city extends along the shores of a lake. 9. The conductor carried the lantern to the station. 10. Let's take a taxi to go to the hotel. 11. The street car took us to the station. 12. I took out[1] my wallet.[2]

QUESTIONS TO BE ANSWERED IN SPANISH

¿Qué se nota en un tren cuando está para llegar a su destino?

¿A qué se debe esa animación extraordinaria?

¿Qué preparativos para bajar hacen los viajeros?

¿Dónde están las rejillas?

¿Dónde guardan los periódicos los viajeros?

¿Cómo se sienten los viajeros al final de un largo viaje?

¿Cómo pasa el tren sobre el lago de que se habla en esta lección?

¿Qué se extendía por las márgenes de este lago?

¿Qué les dió a entender a los viajeros que el tren iba a parar muy pronto?

¿Cómo entró en la estación el tren?

¿A qué entró en el coche el revisor de billetes?

¿Dónde se encontraron los viajeros al bajar del tren?

¿Qué medios de transportación había para ir al hotel?

¿Por qué no pueden costear viajes en *taxis* los estudiantes pobres?

¿En qué respecto son los *taxis* superiores a los tranvías?

[1] **sacar.** [2] See Lesson V, text.

LESSON X

LA MATRICULACIÓN

— ¿ Está Vd. listo para salir ?

— ¿ Adónde quiere Vd. ir ?

— ¿ Ha olvidado Vd. que hoy vamos a matricularnos en la Universidad ?

— ¿ Adónde tenemos que ir para hacerlo ?

— A la secretaría, u oficina del secretario de la Universidad, que está en el edificio principal.

— Entonces, para llegar allí, sólo tenemos que seguir esta larga acera que conduce a lo alto de la colina donde está situado el edificio principal.

— ¿ Tiene Vd. el certificado de los estudios que Vd. ha hecho en la escuela preparatoria ?

— Sí, señor, lo tengo aquí en el bolsillo. No tenga Vd. cuidado. Hay muchos otros estudiantes que van también a la secretaría.

— Muchos de ellos serán *novatos* como nosotros, pero muchos también son estudiantes del segundo, del tercero y del cuarto año.

(*Después que han esperado algunos minutos llega el turno de nuestros dos jóvenes y el secretario les deja ingresar en la Universidad.*)

— Vamos ahora a la tesorería de la Universidad para pagar los derechos que la Universidad cobra a todos los estudiantes.

REVIEW OF GRAMMAR

USES OF **SER** AND **ESTAR**

Ser is used to connect the subject of a sentence with a complement that is identical with or characteristic of the subject; not necessarily permanently characteristic of it, but not transitory. **Estar** is used to connect with adverbial elements of location and with complements that are only temporarily and accidentally applicable to the subject.

Ser is used with predicate nouns, which, if used in a general sense and unmodified, do not take the indefinite article. Example:

Mi padre es médico.

Ser is used in impersonal expressions. Example:

Ya es tarde.

Ser is used to express destination: **Las flores son para ella**; material: **El reloj es de oro**; origin: **Mi amigo es de Valencia**; ownership: **El cortaplumas es de mi hermano.**

Estar is used to express the permanent or temporary location of a person or thing. Examples:

Roma está en Italia. **Ella está aquí.**

Adjectives used in the predicate after **ser** express permanent or characteristic qualities of the subject. Examples:

Los niños son buenos.
El sombrero es negro.
Mi hermano es joven. (Youth is not permanent, but it is characteristic. One is not young today, old tomorrow, and young again the next day.)

Adjectives used with **estar** express changeable and transitory attributes of the subject. Examples:

Mi padre está enfermo.
El cielo está negro. (Cf. **el sombrero es negro** above.)

Some adjectives have a different meaning when used with **ser** from their meaning when used with **estar**. Examples:

Es bueno.	**Está bueno.**
He is good.	*He is well.*
Mi madre es vieja.	**Mi madre está muy vieja.**
My mother is old.	*My mother is looking very old.*
Es cansado.	**Está cansado.**
He is tiresome.	*He is tired.*

COMPOSITION I

Where is the building to which we have to go to register?

It is the main building of the University, and it is on top of this hill at the foot[1] of which[1] we are now.

Is the registrar's office in that building? Are there classrooms[1] in it also?

There must be,[2] for my friend wrote me that he had a Spanish[3] class there. Let us follow these students who are going up[1] the long sidewalk. It leads to the top of the hill.

Here we are.[4] This is the registrar's office.

Can all these students be[5] freshmen like[1] us?

Some are,[6] but many others are sophomores, juniors, or seniors. They all[7] must register.

(*They have been*[8] *in the registrar's office for*[9] *some minutes.*) I am tired of waiting my turn.

I am,[6] too; but it is necessary to consult[1] the registrar, and it is not late[1] yet.[1] I know[10] (that) it is tiresome[1] to have to wait an eternity.

It's all right.[11] My turn will come within a few minutes.

[1] See vocabulary. [2] **debe de haberlas.** [3] **de español.** [4] **aquí es.** The subject of **es** is something omitted, such as **donde tenemos que entrar.** [5] Use future of probability. [6] Supply **lo.** [7] **todos ellos.** [8] Present tense. [9] **desde hace.** [10] **ya sé.** [11] **está bien.**

COMPOSITION II

Our two freshmen had arrived the day before[1] at the city, but had not yet[1] had time to matriculate, and they had not yet gone to the bursar's office to pay the fees which the University collects of students.

A friend of theirs[1] conducted them to the foot[1] of the high hill on which the main building was situated, and from the foot of the hill they followed the long sidewalk which led to the building that was at the top.

They had brought[1] with them the certificates of the studies which they had taken in the preparatory school. They had them in their pockets. There were many other students who were also going to the registrar's office, and they asked[1] themselves whether they could all be[2] freshmen. No, they were students of all years.

It seemed to them that they had been waiting an eternity, when at last[1] their turn came, and they spoke to the registrar. They presented their certificates and he[3] admitted them to the University, and they went to the bursar's office to pay the fees which are collected of students.

IDIOMS

1. ¿Cuánto tiempo hacía que esperaba? 2. Curso tres asignaturas. 3. Mi amigo es estudiante del tercer curso. 4. Mi hermana espera a que llegue su turno. 5. ¿Adónde tiene Vd. que ir a matricularse? 6. ¿Qué derechos le cobró a Vd. la Universidad? 7. Todos los caminos conducen a Roma. 8. ¿Será este joven un estudiante del segundo curso, o un *novato*? 9. Lo tenía en el bolsillo. 10. Tuve el dinero toda una semana en el bolsillo. 11. Tengo este reloj desde hace cuatro años.

[1] See vocabulary. [2] Conditional. [3] **éste**.

REVIEW OF IDIOMS

1. I am going to matriculate in the University. 2. The sidewalk led to the top of the hill. 3. What studies did you take in the preparatory school? 4. He is probably a freshman. 5. I asked[1] myself whether they could be juniors. 6. They were waiting for[2] their turn to come. 7. I am a sophomore, a junior, a senior. 8. These fees are collected of all students. 9. Where did you have to go to do it? 10. I had it in my pocket [for] a week. 11. I have had it in my pocket for two weeks. 12. How long[3] have you been waiting?

QUESTIONS TO BE ANSWERED IN SPANISH

¿En qué edificio está la secretaría de la universidad de que se trata en esta lección?

¿Qué tienen que hacer los estudiantes para matricularse?

¿Dónde está el edificio principal de la universidad de que se trata en esta lección?

¿Cómo se llega al edificio principal de la universidad?

¿Qué documento llevan nuestros dos jóvenes en testimonio de los estudios que han hecho en la escuela preparatoria?

¿Qué nombre se les da a los estudiantes de primer año en la universidad?

¿Qué tenemos que hacer cuando hay muchas personas que quieren llegar a una ventanilla, oficina, etc.?

¿Qué se les cobra a los estudiantes de la universidad?

¿En qué oficina de la universidad pagan los estudiantes los derechos que se les cobran?

[1] See vocabulary. [2] **a que**, with subjunctive. [3] **¿Cuánto tiempo hace que . . .?**

LESSON XI

BUSCANDO UNA HABITACIÓN

— En la ventana de aquella casa hay un letrero que dice: «Se alquilan habitaciones amuebladas.» La casa está bien situada, porque la Universidad está muy cerca y además en esta calle hay poco ruido.

— Pues, toquemos la campanilla para preguntar si hay sitio para nosotros.

— (*Les abre la patrona de la casa*) Señora, hemos visto el letrero y quisiéramos saber si tiene Vd. desocupado un cuarto para dos personas.

— Sí, señores, tengo un cuarto muy hermoso, con una pequeña alcoba. Allí estarán Vds. muy bien y el precio es muy módico.

— Haga el favor de enseñárnoslo.

— Sí, señores. Síganme Vds. Está en el primer piso. . . . Ven Vds. que es muy hermoso y que el papel y todo está como nuevo. La situación de la casa es muy buena. ¿No les gusta el aspecto de esta calle con sus hermosos árboles?

— Creo que el cuarto nos conviene. ¿Cuánto nos llevaría Vd. a los dos por semana?

— Pues, por este cuarto y alcoba les pediré ocho dólares a la semana. El precio de todo ha aumentado mucho en estos últimos años, y las patronas nos vemos obligadas a subir también el alquiler de los cuartos.

REVIEW OF GRAMMAR

DOUBLE OBJECT PRONOUNS — REDUNDANT USE

Two object pronouns follow the same rule for position in relation to the verb as the single object pronouns. See Lesson VIII. The dative pronoun precedes the accusative, but a reflexive pronoun, dative or accusative, always comes first. Examples:

Me le envía. *He sends him to me.*
Se me dice. *I am told.*
Dámelo. *Give it to me.*

When both pronouns are third person the dative **le** or **les** becomes **se**. Example:

Se lo da. *He gives it to him, to her, to you* (note that **le** is the dative case of **Vd.**), *to them* (masculine and feminine), and *to you* (**les** is the dative case of **Vds.**).

The above pronouns are incapable in themselves of any emphasis, and if emphasis or clarity is necessary it is obtained by repeating the conjunctive in its corresponding disjunctive form. Examples:

Me lo envía a mí, no a Vd.
A nosotros nos invita con frecuencia.

Notice that the conjunctive pronoun is retained. Notice further that the dative or accusative pronoun used without the verb must be the disjunctive preceded by **a**. In the case of **Se lo da**, above quoted, clarity would be obtained by extending to **se lo da a él, se lo da a ella, se lo da a Vd., se lo da a ellos, se lo da a ellas, se lo da a Vds.**

In case the first or second person pronoun is accusative, while the third person pronoun is dative, the indirect object is, for the sake of clearness, expressed by the disjunctive. Example:

Me envía a ellos. *He sends me to them.*
Me les envía means *He sends them to me.*

COMPOSITION I

There is a sign in that window. Please read[1] it to me.

It says "Furnished rooms to rent." If the landlady has a good one[2] I hope that she is disposed[1] to rent it to us. Let us ring the bell and ask her.[3] (*The landlady has opened the door*) Madam, if you have a good room vacant please show it to us.

I have two good rooms vacant, and I will gladly[1] show them to you.

Yes, please show them to us. (*They go up*[1] *the stairs*[1]) I[4] like the room, and my friend does also. At what[1] price are you disposed to rent it to us? The paper is not precisely like new, but I suppose you do not wish to change[1] it for us.

This house is modern,[1] and (it is) very well situated. This is a good room and I would ask you two[5] eight dollars a week. Everybody[1] sets[1] us[6] very high[1] prices, and we landladies have had to raise our rents.

The price is not very low and we do not know[1] if[1] it suits us. Tomorrow[1] we will tell you.[3]

I should like[1] to rent it to you,[6] but if the two young men who were[7] here this morning come back[1] I shall have to give it to them.[6]

COMPOSITION II

Our two freshmen were hunting for a room. They were going along[1] a street in which[8] there was very little noise, when they saw in a window a sign which said "Furnished rooms for rent." The house was new and (it was) well located, for[1] it was very near to the University.

[1] See vocabulary. [2] **uno bueno, una buena.** [3] Supply *it*. [4] Emphatic; **a mí me gusta.** [5] **les pediría a los dos.** [6] Emphatic. [7] Preterit. [8] **donde.**

When they rang the bell the landlady opened the door and they asked her if [1] she had a room vacant for two people. There was a small bedroom with two cots,[1] and she said that they would be very comfortable there. The price would be very low.

They asked her to please show it to them. They followed her to the second floor, where the room was. They could see that the paper and everything was like new. The situation of the house was very good, and they liked the appearance of the street with its beautiful trees.

They wished [2] to know how much she would ask them for the room. She said that the price would be [3] thirty [1] dollars a month. This did not seem very low to them, but they knew that the price of everything had gone up, and that landladies had had to raise their rents also.

IDIOMS

1. Los letreros dicen « Se desean muchachos. » 2. La casa es nueva y está bien situada. 3. Toquemos la campanilla. 4. Me veré obligado a subir mis precios. 5. Estaba allí muy bien. 6. No me gustaba el aspecto de la calle. 7. ¿Cuánto me lleva Vd. por el libro? 8. Mi cuarto está en el piso primero. 9. Por este cuarto pido cinco dólares por semana. 10. La casa está ahora como nueva. 11. La patrona no tiene ningún cuarto desocupado.

REVIEW OF IDIOMS

1. What did the sign say? 2. "House for sale." [4] 3. The house was well situated. It was new. 4. I rang the bell. He rings the bell. 5. She had two unoccupied rooms. 6. We are very comfortable in this room. 7. The rooms were on the

[1] See vocabulary. [2] Preterit. [3] Supply **de**. [4] For verb *to sell* see vocabulary.

second floor. 8. The paper was like new. 9. I like the appearance of this street. 10. What will you charge us for the room? 11. She asked us eight dollars a week for it. 12. I am obliged to raise the rent.

QUESTIONS TO BE ANSWERED IN SPANISH

¿Qué están buscando los dos *novatos*?

¿Qué hacen para encontrar una habitación amueblada?

¿Qué ven en la ventana de una casa?

¿Qué significan las palabras que hay en el letrero?

¿Está bien o mal situada la casa?

¿Por qué supone Vd. que habrá poco tránsito por la calle en que está situada la casa?

¿Qué hacen los dos estudiantes cuando llegan a la puerta de la casa?

¿Quién les abre la puerta de la casa?

¿Qué le preguntan los dos a la patrona de la casa?

¿Tiene o no tiene cuartos desocupados la patrona?

¿En qué piso está el cuarto que les enseña?

¿Por qué es tan agradable el aspecto del cuarto?

¿Qué hace más hermosa la calle donde está la casa?

¿Cuánto les pide la patrona por el cuarto a la semana?

¿Por qué se ven obligadas las patronas a subir el alquiler de los cuartos?

LESSON XII

LA CLASE DE LAS OCHO

— Mañana tenemos una clase a las ocho.

— Sí, es verdad. Como no es una clase diaria, sino alterna, algunas veces olvido que tengo que levantarme al día siguiente a una hora muy temprana.

— No sería tanto si no tuviéramos que salir a tomar el desayuno. Algunas veces, por más que me apresuro, no tengo tiempo para tomar nada, por miedo de llegar tarde a la clase.

— Me parece que hemos trabajado ya bastante esta noche. Acostémonos. No olvidemos que mañana tenemos que levantarnos muy temprano.

— Voy a poner la aguja del despertador en las siete menos cuarto. ¿ Puedo pedirle prestado un poco de tinta ? La mía se me concluyó hoy y me olvidé de comprar más. Tengo que llenar mi pluma, si he de tomar apuntes en la conferencia de las nueve.

— (*A la mañana siguiente*) Despiértese Vd., Pablo. Ya hace una eternidad que está sonando el despertador.

— Yo estoy muerto de sueño. ¿ Está Vd. seguro de que ya es de día ? Todo está muy oscuro.

— Levantémonos en seguida y vamos a tomar el desayuno a la carrera. Ya sabe Vd. que las clases de la Universidad no esperan ; a la hora en punto suena el timbre y todo el mundo tiene que estar presente.

REVIEW OF GRAMMAR

IMPERATIVE, AND SUBJUNCTIVE USED AS IMPERATIVE. SUBJUNCTIVE IN FUTURE CLAUSES

The singular imperative in Spanish regularly has the same form as the third person singular indicative; there are some few irregular forms, such as **sé** from **ser**; **di** from **decir**; **sal** from **salir**; **ten** from **tener**; **ven** from **venir**. The second person plural imperative is, without exception, obtained by dropping the **r** of the infinitive ending and adding **d**. The first person plural imperative, affirmative or negative, is expressed by the corresponding form of the subjunctive, with the exception of **vamos** from **ir**, which is used instead of **vayamos**.

The imperative is only used in the affirmative forms, and only in familiar address. A familiar negative command is expressed by the corresponding form of the subjunctive of the verb in question. Examples:

da	**no des**
temed	**no temáis**

Polite commands are always expressed by the use of the third person singular or plural subjunctive of the verb. Examples:

Familiar, **da** (subject understood **tú**).
Polite, **dé Vd.** (i.e. may Your Grace give).

Pronoun objects are appended to the affirmative forms, imperative and subjunctive. Examples:

Dámelo. *Give it to me.*
Envíenselo Vds. *Send it to them.*
Preguntémosselo. *Let us ask them* [*it*].

In the reflexive imperative of the first plural the **s** of the verb ending drops, and in the reflexive imperative of the second person plural the **d** of the ending drops, except in **idos** from **irse**.

Examples:

Acostémonos. **Acostaos.**

Pronoun objects precede verbs of negative command in the polite and in the familiar address. Examples:

No me lo dés.
No se lo envíen Vds.
No se lo preguntemos.

For use of subjunctive in temporal clauses after **cuando** etc., and in concessive clauses after **aun cuando** etc., see Lesson XVI, page 76.

COMPOSITION I

If you have a class at eight o'clock get up early, even[1] though[1] you be dead with sleep. If it is a daily class do not fail to get up early every day. Hasten to eat[2] breakfast, but if you haven't time do not eat anything. Do not arrive late at classes, for University classes do not wait; everybody has to be present exactly on time, when the bell rings.

Do not believe[1] that you have studied enough the night before,[1] merely because you are dead with sleep. But when you have finished[1] studying go to bed. If your ink is used up and you have forgotten to buy more, borrow a little; but in any event[1] fill your pen, if you have to take notes at a lecture. Then go to bed, but first[1] set the alarm clock for the time at which you have to get up.

Tomorrow[1] morning,[1] when the alarm clock rings, let us wake up, and let us dress. When we have finished dressing let us go get breakfast on the run, even though we be tired, and even though everything be so[1] dark that[1] we are sure that it is not yet[1] day. The class will not wait. When the bell rings everybody will have to be present.

[1] See vocabulary. [2] **tomar**.

COMPOSITION II

In the University, classes[1] are held[2] every day of the week, except[2] Sunday.[2] Some classes are daily, others are alternate, that is to say,[2] they are every other day.[3] Classes are held at all hours. It is not difficult to arrive at ten[2] o'clock sharp, but if you have a class at eight o'clock it is necessary to get up when the alarm clock rings, in order not to arrive late.

Some students forget that they have to get up early the next morning, and do not set the alarm clock for the time at which they have to get up. They wake up late, and however much they hurry they haven't time to eat[4] anything; they go to class on the run, and arrive late. Other students work late the night before.[2] When they have finished[2] studying they borrow some ink — theirs[2] was used up two days ago and they forgot to buy more — and they go to bed.

The next morning the alarm clock rings and they wake up, dead with sleep. They are sure that it is still[2] night.[5] Everything is very dark. But at last[2] they get up and go to breakfast on the run, and they arrive at class exactly on time. The professor does not wait for those[2] who[2] arrive late, but[2] begins[2] to explain[2] the lesson.[2]

IDIOMS

1. Tiene una clase a las nueve. 2. A mi amigo no le gustan las clases de las ocho. 3. Pondré la aguja del despertador en las seis. 4. Se nos ha concluído el pan. 5. Me ha pedido prestado un peso. 6. Ya es de noche. 7. Vamos a la carrera. 8. La clase comienza a las ocho en punto. 9. Fuimos a comer a una *cafeteria*. 10. Hace dos minutos que estoy tocando el timbre. 11. El timbre suena y la clase comienza. 12. Olvidé comprar más.

[1] Supply definite article. [2] See vocabulary. [3] **un día sí y otro no.** [4] **tomar.** [5] **de noche.**

REVIEW OF IDIOMS

1. I do not like eight o'clocks. 2. Three times a week I have a class at eight o'clock. 3. We have to get up early tomorrow morning. 4. Let us go have breakfast at[1] the restaurant.[2] 5. We went to get breakfast on the run. 6. My ink will be used up tomorrow. 7. I asked him for the loan of his book. 8. Do not forget to buy more. 9. The bell[2] has been ringing for an eternity. 10. I am sure that it is night.[2] 11. We must be there exactly on time. 12. I set the alarm clock for eight o'clock.

QUESTIONS TO BE ANSWERED IN SPANISH

¿Qué es una clase diaria? ¿Una clase alterna?

¿Cuántas veces a la semana se da esta clase de español?

¿Qué es necesario hacer para no llegar tarde si se tiene una clase a las ocho?

¿Qué no pueden tomar los que se levantan tarde?

¿Cuánto deben trabajar en sus lecciones los estudiantes?

¿Qué es un reloj despertador?

¿Qué tenemos que hacer con el despertador si queremos levantarnos a las siete menos cuarto?

¿Qué tienen que llevar a la conferencia los estudiantes? ¿Qué toman en la conferencia?

¿Qué debemos hacer cuando se nos concluye una cosa?

¿En dónde se compra la tinta?

¿Cómo nos sentimos cuando nos levantamos temprano?

¿Está todo muy claro o muy oscuro por la mañana temprano?

¿Cómo vamos cuando tenemos que llegar pronto?

¿Aguarda o no aguarda a los estudiantes el profesor cuando no llegan a la hora?

¿Cómo se anuncia el comienzo de la clase?

[1] a. [2] See vocabulary.

LESSON XIII

¿DÓNDE VIVEN Y COMEN LOS ESTUDIANTES?

— ¿Por qué no hay residencias de estudiantes en esta Universidad?

— La Universidad ya tiene dos hermosas residencias de señoritas. Varias veces se han discutido proyectos para el establecimiento de residencias de muchachos, pero hasta ahora sin resultado.

— ¿Dónde viven los estudiantes?

— Algunos viven con sus familias; en las llamadas *sororidades* y *fraternidades* está alojado un número considerable; pero a mí me parece que la inmensa mayoría de ellos vive en casas particulares. Muchas de estas casas tienen varios inquilinos; pero algunas familias tienen alquilados sólo uno o dos cuartos.

— En algunas de esas casas particulares deben de estar muy mal los estudiantes.

— Todas ellas son inspeccionadas por las autoridades universitarias, y si sus condiciones de higiene y confort no son adecuadas se les niega a los dueños el permiso para alojar estudiantes.

— Muchos estudiantes comen en las *cafeterias*, ¿no es verdad?

— Sí, pero a muchos estudiantes no les gusta aguardar turno, y por esa razón van a los restoranes y a las casas de huéspedes.

REVIEW OF GRAMMAR

FUTURE AND CONDITIONAL. PERFECT TENSES

Both the future and the conditional present are formed by adding the proper endings to the whole infinitive used as a stem. For the future these endings are **-é, -ás, -á, -emos, -éis, -án,** and are the present indicative of **haber**, practically unchanged. To form the present conditional the following endings are added: **-ía, -ías, -ía, -íamos, -íais, -ían.** These last endings are identical in form with those used to form the imperfect indicative of the regular second and third conjugations, and are, in fact, shortened forms of the imperfect indicative of **haber.**

There are some few verbs which show a change in the infinitive when used as a stem for the future and conditional. This change is generally the dropping out of the **e** or **i** of the ending of the infinitive. Examples:

habré tendré valdré vendré

When the dropping of the vowel brings together an **l** and an **r**, or an **n** and an **r**, a **d** comes in by a natural process to facilitate pronunciation. Two verbs, **decir**, future **diré**, and **hacer**, future **haré**, use a different form of the infinitive in the future.

In conditional sentences the future expresses the conclusion of the more vivid form. Example:

If he comes I will go to see him. **Si viene iré a verle.**

The conditional is used to express the conclusion, not the conditional part, of less vivid future conditions, and of conditions contrary to fact in present time. Examples:

If he should come (or *came*) *I would go to visit him.* **Si viniera, iría a verle.**

If I had the money I would buy the dog. **Si tuviera el dinero compraría el perro.**

Neither the conditional nor the future (nor the present subjunctive) can be used after **si** meaning *if*.

The perfect tenses are formed in Spanish, as in English, by using the proper tense and mode of the auxiliary, which in Spanish is **haber**, with the perfect participle of the verb that is being inflected. Examples:

he venido	**habré estudiado**
habiendo venido	**haber sido suspendido**

NOTE. Unlike French and German, Spanish has no verbs that use the verb *to be*, as a perfect auxiliary, instead of the verb *to have*.

COMPOSITION I

When[1] will there be men's dormitories in this University?

Projects for their establishment will be discussed this year, the same[1] as several times before,[1] but I do not believe[1] that they will have[2] any[3] result.

Where do you suppose the students live?[4]

Many probably live with their families. I would live with mine[1] if it were here. No doubt[1] it seems[5] to you that many students live in sorority and fraternity houses, but you will soon learn[6] that the vast majority of them live in private houses, where they would be very uncomfortable if the University authorities did not inspect these houses, and if they did not refuse permission to lodge students when conditions are not satisfactory.

Has this house been inspected?

No doubt, and it will be[7] again. There are several roomers in it, because the family that lives here has almost all the rooms rented.

Let's go and[8] eat at[9] the cafeteria.

No, let's go to a restaurant, where we won't have to wait our turn.

[1] See vocabulary. [2] **dar**, subjunctive. [3] **ningún(o), -a**. [4] *Where will the students live?* [5] Future. [6] **ya se enterará Vd. de que**. [7] Supply **lo**. [8] **a**. [9] See Lesson XII, Idioms, No. 9.

COMPOSITION II

In some universities there are no men's dormitories; there are only women's.[1] In the university where Robert was studying, projects for the establishment of men's dormitories had been discussed some years before,[2] but they had had[3] no[4] result.

Some of the students lived with their families; others lived in private houses, in which rooms were rented. In some of these houses there were several roomers; others had only one or two rooms rented. The University authorities inspected these houses every year, and when they found that sanitary conditions were not satisfactory they refused the owners of the houses permission to lodge students. In many of these houses the roomers would have been very uncomfortable if the authorities had not inspected all houses where students lodged.[5]

The students who lived at the so-called sororities and fraternities ate in the (same)[6] houses where they lodged, but there were many students who ate at the cafeterias. But very often[6] at the cafeterias it was necessary to wait one's turn, which[7] many students did not like. On that account many of them ate in restaurants and boarding-houses.

IDIOMS

1. Aquí se discuten muchas cosas. 2. No le gusta trabajar. 3. Tengo escritas ya varias cartas. 4. Haré escribir las cartas (por un amigo). 5. He escrito una carta a mi familia. 6. Nunca como en un restorán. 7. Iremos a comer a un restorán. 8. Las *cafeterias* eran inspeccionadas dos veces al año. 9. La casa donde yo vivo fué inspeccionada la semana pasada. 10. Las llamadas *fraternidades* son bastante numerosas en las universidades norteamericanas.

[1] *there are only those* (**las**) *of women*. [2] **hacía algunos años**. [3] **dar**. [4] **ningún(o), -a**. [5] Reflexive. [6] See vocabulary. [7] **lo cual**.

REVIEW OF IDIOMS

1. Several projects have been discussed. 2. They have had[1] no result. 3. Many students live in the so-called fraternities. 4. They have rented two rooms. 5. They have several rooms rented. 6. I will have the room rented (*i.e.* I will cause[2] the room to be rented). 7. He is very uncomfortable here. 8. These houses were inspected (*i.e. customarily*) by the University authorities. 9. Its owner was refused permission to lodge students. 10. I like to eat at[3] a cafeteria. 11. Let's go and[4] eat at[5] a cafeteria. 12. Do you like to wait your turn?

QUESTIONS TO BE ANSWERED IN SPANISH

¿Qué es una residencia de estudiantes?

¿Hay o no hay residencias de estudiantes en esta universidad?

¿Qué se discute antes de emprender una obra importante?

¿Dan o no dan resultado todas las discusiones?

¿Hay o no hay estudiantes en la universidad que vivan con sus familias?

¿Qué es lo contrario de *público*?

¿Qué palabra se les aplica a las personas que viven en un cuarto alquilado?

¿Varía mucho o poco el número de los inquilinos que hay en diferentes casas en una ciudad universitaria?

¿Qué hacen las autoridades universitarias para asegurarse de que las condiciones de estas casas son adecuadas?

¿Qué se les niega a los dueños de las casas que no son aprobadas por los inspectores?

¿Qué es *cafeteria*? ¿Es española o inglesa la palabra?

¿Quiénes sirven a la mesa en una *cafeteria*?

¿Qué inconveniente hay en comer en una *cafeteria*?

[1] **dar.** [2] **hacer.** [3] **en.** [4] **a.** [5] See Lesson IV, Composition I, note 5.

LESSON XIV

LAS *CAFETERIAS* Y LAS CASAS DE HUÉSPEDES

— ¿ Le sigue gustando el trato que le dan en la mesa redonda de la casa de huéspedes ?

— Así, así. No voy engordando, pero, así y todo, lo prefiero a los inconvenientes de las *cafeterias*.

— Pero en las *cafeterias* hay muchos más platos para elegir y en verdad la mayoría de ellas tienen una cocina superior.

— En cambio es más económico comer en una casa de huéspedes. Además, entre personas que toman juntas todas sus comidas se establece una confianza que no deja de ser agradable.

— ¿ Qué haría Vd. si sus comensales le fueran antipáticos ?

— No sé. Los míos son muy simpáticos, y en verdad disfruto mucho con ellos.

— A mí me gusta mucho la *cafeteria* donde como. Las sopas, los asados y los pasteles son superiores, pero hay que confesar que algunas veces las ensaladas son una calamidad.

— Sí, pero siempre hay esa cola interminable que se forma ante los mostradores donde sirven los platos. Es tan larga a veces que cuando por fin le toca a uno pedir lo suyo ya no queda del plato que deseaba y tiene uno que contentarse con otra cosa.

REVIEW OF GRAMMAR

PRESENT SUBJUNCTIVE

The subjunctive is used in a dependent clause after a principal verb expressing hope, fear, command, advice, doubt, etc. If the principal verb is in the present, future, future perfect, or present perfect tense, the present subjunctive must be used. The above-named tenses are called "primary tenses." A subjunctive used after any of the other tenses, which are called "secondary," must be in the imperfect.

The present subjunctive is also used independently in a hortatory sense. Examples:

Que él lo haga *or* **Hágalo él**, *Let him do it.*
Estudiemos, *Let's study.*

The present subjunctive is always used, instead of the imperative, in polite commands or prohibitions, and in a familiar prohibition. Examples:

Hágalo Vd. **No lo haga Vd.** **No lo hagas (tú).**

Note that the command corresponding to the last example is **Hazlo (tú)**. See Lesson XII.

The present subjunctive endings, which are the same for all verbs, are: 1st conjugation, **-e, -es, -e, -emos, -éis, -en**; 2d and 3d conjugations, **-a, -as, -a, -amos, -áis, -an**. When the verb **ir** is used in the hortatory form of the first person plural **vayamos**, the regular form is replaced by **vamos**, an older form of the subjunctive.

Any irregularities in the present subjunctive as a form are due to the stem. Several verbs have an irregular **g** or **ig** in the first person singular present indicative, and these are found throughout the present subjunctive. Such verbs are **tengo, tenga**, etc.; **hago, haga**, etc.; **traigo, traiga**, etc.; **caigo, caiga**,

etc. A grammar should be consulted for a list of verbs with irregular stem in the present subjunctive.

The present subjunctive, like the future indicative and the conditionals, cannot be used after **si** meaning *if*.

COMPOSITION I

I want you to come [1] and [2] eat with me today at [3] the cafeteria.

I am glad [1] that you like my company [1] so much,[1] but I do not believe that the fare that they give you in that cafeteria is as [1] good as [1] that which they give me at my boarding-house. I believe that you had better[4] come with me.

Well,[5] I must confess that there is no danger [1] of my getting fat. And I regret [1] that the line which forms before the serving counters is so long. Often [1] I am afraid that when it is my turn to order,[6] there will be no more of the dish that I want.

To tell you the truth, I greatly enjoy myself at the boarding-house, and I regret that you do not wish us to go there today.

I prefer [1] that you should come with me.

Perhaps [7] you are afraid that some of my table companions are disagreeable, but there is not one that is not agreeable.

Well, I will go with you. I hope that it is not yet too late for them to serve [8] us.

Let us put [1] on [1] our hats and go at once.[1]

COMPOSITION II

For [9] some time my friend has been eating [10] at a boarding-house. He ate six [1] months at cafeterias, but he did not like the endless line which formed before the serving-counters;

[1] See vocabulary. [2] **a**. [3] See Lesson IV, Composition I, note 5. [4] **más vale que**. [5] **pues**. [6] Supply **lo mío**. [7] **tal vez**, with subjunctive. [8] Dependent clause, with subjunctive. [9] **desde hace**. [10] Present tense.

sometimes[1] when at last it was his turn to order[2] there was no more of the dishes which he wanted.

He continues to like the fare which they are giving him at the boarding-house, although[1] he is not afraid of getting fat. He confesses that at the cafeteria there are more dishes to choose [from], and that the cooking is superior to that of the majority of boarding-houses; but, on the other hand, he likes the intimacy which is established at a boarding-house between people who eat all their meals together. All his table companions are agreeable; there is not even[1] one who is disagreeable, and on that account he is enjoying himself greatly.

It is fortunate[3] that everybody[1] does not like cafeterias, for if everybody wanted to eat in them the line which forms before the serving-counters would be so long that it would never[1] be anybody's[4] turn to order.[2]

IDIOMS

1. Le toca a Vd. jugar. 2. ¿Cómo está su hermano? Así, así. 3. Siempre comían juntos. 4. Estoy disfrutando mucho en Madrid. 5 Los españoles son muy simpáticos. 6. Hay muy pocos que son antipáticos. 7. Ya no queda del pescado. 8. Se nos ha concluído el pan. 9. Voy a pedir lo mío. 10. Se estableció muy pronto entre los comensales una confianza agradable. 11. Hay una larga fila delante de la ventanilla. 12. En estos mostradores se sirven varios platos.

REVIEW OF IDIOMS

1. I do not like the fare here. 2. How are you? So so. 3. There are many dishes here to choose [from], but nevertheless I prefer the restaurant. 4. We all eat together. 5. The

[1] See vocabulary. [2] Supply **lo suyo**. [3] **es una suerte**. [4] **nadie**.

intimacy which was established between them was very agreeable. 6. I do not know what I should do if they were disagreeable. 7. He is a very agreeable man. 8. I enjoy myself greatly at the boarding-house. 9. There is always an endless line in front of the serving-counters. 10. There is no more roast. 11. It is my turn to order.[1] 12. It must be admitted that this salad is terribly bad.

QUESTIONS TO BE ANSWERED IN SPANISH

¿Qué es una casa de huéspedes?

¿Cómo se diferencia de una *cafeteria* una casa de huéspedes?

¿Qué hace ordinariamente engordar?

¿Cuál es el principal inconveniente que hay en comer en una *cafeteria*?

¿Qué se puede decir en favor de muchas *cafeterias*?

¿Dónde se come más económicamente?

¿Qué hace agradable el comer en una casa de huéspedes?

¿Cómo se llaman las personas que comen juntas?

¿Qué significa la palabra «simpático»?

¿Con qué clase de personas disfrutamos más?

¿Puede Vd. nombrar algunas de las cosas que se sirven en una *cafeteria*, restorán o casa de huéspedes?

¿Qué es necesario hacer para ser servido en una *cafeteria*?

¿Qué les pasa de vez en cuando a las personas cuando llegan por fin al mostrador donde se sirven los platos en una *cafeteria*?

[1] Supply **lo mío.**

LESSON XV

LA NAVIDAD EN EL HOGAR

Roberto ha recibido una carta de su padre. La carta contiene un cheque que le permitirá ir a pasar las vacaciones de Navidad con su familia. Ha terminado los preparativos que juzga necesarios. Pone en una maleta las cosas que cree que van a hacerle falta en casa y baja a la calle para tomar el tranvía que ha de llevarle a la estación.

Todo el mundo en casa está muy contento con motivo de la llegada de Roberto. Su madre le abraza y le besa en la frente. «¡Pero, hijo, estás hecho todo un hombre!» Su padre sólo le estrecha la mano, porque sabe que a los hombres hechos no les gusta que sus padres les besen. La conversación es muy animada aquella noche y dura hasta una hora avanzada, pues Roberto tiene que contarles muchas cosas.

Antes de acostarse los *menores* de la familia cuelgan sus medias al lado de la chimenea, donde San Nicolás podrá dar con ellas sin dificultad. Nunca han visto al Santo, pero creen firmemente que va a llegar con su trineo lleno de regalos. Y los niños se duermen soñando con San Nicolás, con su trineo y con los regalos que va a traerles. Cuando Roberto era niño colgaba él también sus medias al lado de la chimenea, pero ahora es un hombre hecho y ya no cree en el Santo.

REVIEW OF GRAMMAR

SUBJUNCTIVE IN ADJECTIVE CLAUSES

The subjunctive is used in adjective clauses when the relative pronoun which introduces the adjective or relative clause has an indefinite or non-existent antecedent, or an antecedent containing a certain element of doubt. Examples:

Aquí no había nadie que lo supiese, *There was no one here who knew it.*

Haré lo que me digan, *I shall do what(ever) they tell me.*

¿Tiene Vd. un cuarto que dé a la calle? *Have you a room which fronts on the street?*

Deseo hombres que trabajen bien, *I want men who work well.*

It should be noted, in connection with the examples given in the first paragraph above, that when the antecedent of the relative clause is definite the indicative is used. Examples:

Aquí había cien personas que lo sabían, *There were a hundred people here who knew it.*

Haré lo que me dicen, *I shall do what they are telling me.*

Tengo dos cuartos que dan a la calle, *I have two rooms which front on the street.*

The subjunctive (always in the present perfect) is sometimes used in a relative clause after a definite superlative antecedent. Example:

Es el hombre más simpático que jamás haya conocido, *He is the most attractive man I have ever met.*

If the relative clause with a superlative antecedent is hypothetical in character, or refers to the future, the present or future subjunctive is used. Example:

Enviaré el mejor que tenga, *I will send the best one I have.*

Note, as regards the tense of the subjunctive, that the rule of sequence stated in Lesson XIV applies throughout.

COMPOSITION I

Robert hopes [1] to receive a letter which shall contain a check. He wants a check which shall permit him to go home to spend the Christmas vacation. He makes only the preparations which he judges necessary, and he does not put into his suit-case anything [2] which he does not think that he is going to need.

His parents did not believe that Robert would arrive so [1] soon,[1] and they are very glad on account of his arrival. His mother hugs and kisses him, but his father doubts [1] that grown men like their parents to kiss them. He [3] does not believe that Robert is a grown man, but Robert and his mother believe it.

The family is afraid [1] that Robert will not have many things to tell, but he talks until a late hour, and he does not have anything [2] to tell them that is not interesting.[1]

The little folks hang up their stockings before going to bed. They try [1] to hang them where St. Nicholas may be able to find them without difficulty. They do not believe that the Saint brings gifts to bad [4] children, but they know that he is going to come with his sleigh full of gifts. But they do not know [1] anyone [5] who has seen the Saint.

COMPOSITION II

We used to be very glad to receive a check from our parents, because it allowed us to go to spend Christmas vacation at home. We put into our suit-cases the things which we thought that we were going to need, and when we had finished our preparations we would go downstairs to take the street car to go to the station.

[1] See vocabulary. [2] **nada**. [3] Use emphatic subject **él**. [4] Use definite article and put adjective **malos** after the noun, because emphatic. [5] **a nadie**.

Everybody at home was very glad on account of our arrival. Our mothers would embrace us and kiss us, and if our fathers did not do the same[1] it was because they believed that grown men did not like their fathers to kiss them. For that reason they would only clasp our hands. We had many things to tell them, and the conversation on the night of our arrival was very lively and lasted until a late hour.

When we were little folks we hung up our stockings by the side of the fireplace, so that St. Nicholas might find them without difficulty. But when we were grown men we no longer believed in[2] the Saint and we no longer hung up our stockings.

IDIOMS

1. Deseo un cheque que me permita comprarme un vestido nuevo. 2. El cheque que recibí me permitió pagar lo que debía. 3. La noche anterior había soñado con mi querida madre. 4. Me besó en los labios. 5. Mi hermano se cree ya un hombre hecho. 6. Mi padre me estrechó la mano sin decir nada. 7. No me gusta que me bese mi padre, porque soy ya un hombre hecho. 8. Estamos muy contentos con motivo de la llegada de mi hermana. 9. Una cosa tengo que decirte. 10. Tomemos un tranvía que nos lleve a la estación. 11. El tranvía me llevó adonde quería ir. 12. ¿Adónde va Vd. a pasar las vacaciones?

REVIEW OF IDIOMS

1. This check allows us to go home. 2. I am going to pass the Christmas vacation there. 3. I am going to need these things. 4. I will go down to the street to take the car. 5. The car will take me to the station. 6. I am very happy on account of your coming. 7. He kissed her on the forehead. 8. He is

[1] See vocabulary. [2] en

a grown man. 9. He clasped my hand. 10. They do not like their parents to kiss them. 11. I have many things to tell you. 12. The little folks dream of St. Nicholas.

QUESTIONS TO BE ANSWERED IN SPANISH

¿Qué ha recibido Roberto de su padre?
¿Quién trajo a la casa esta carta?
¿Qué encuentra Roberto en la carta?
¿Qué significa para Roberto el recibo de este cheque?
¿Por qué necesita Roberto un cheque?
¿Qué se hace antes de emprender un viaje?
¿Qué hace Roberto de su baúl?
¿Cómo va a llevar las cosas que va a necesitar?
¿Qué hace Roberto cuando está listo para partir?
¿En qué parte de la calle toma el tranvía?
¿Qué tranvía toma?
¿Cómo sabe qué tranvía es el que debe tomar?
¿Cómo se sienten en casa con motivo de la llegada de Roberto?
¿Qué hacen respectivamente el padre y la madre?
¿De qué se habla aquella noche?
¿En qué santo creen firmemente los *menores* de la familia?
¿Qué creen los niños pequeños con respecto a San Nicolás?

LESSON XVI

UNA CARTA A LA FAMILIA

Mádison, 4 de febrero de 1922

Mis queridos padres: Acabo de recibir su muy cariñosa carta del 5, que se cruzó con la mía escrita el mismo día. La he leído con sumo interés, sobre todo los informes que contiene respecto a varios compañeros de la escuela preparatoria. No necesito decir que seguiré todos los buenos consejos que me dan. No estoy perdiendo el tiempo; al contrario, estoy trabajando mucho.

Ya sé las notas que saqué en los exámenes que sufrí últimamente. Gracias a Dios, no salí tan mal de ellos; el único tropiezo fué que en historia sólo me aprobaron condicionalmente; es decir, tendré que sufrir otro examen de esa asignatura a fines de este semestre. Si no lo apruebo quedaré definitivamente suspenso. En cambio, en matemáticas e inglés saqué *sobresalientes*, en español *notable* y en geografía comercial tuve que contentarme con un simple *aprobado*. Siento de veras la mala nota que saqué en historia, pero pueden Vds. tener la seguridad de que trabajaré mucho más seriamente para aprobar esa asignatura.

De su última remesa todavía me queda algún dinero, pero espero me envíen algunos fondos cuando vuelvan a escribirme. Entretanto reciban Vds. un abrazo de su hijo, que los quiere de verdad,

Roberto.

REVIEW OF GRAMMAR

SUBJUNCTIVE IN ADVERBIAL CLAUSES

The subjunctive is used after conjunctions which express the following ideas:

Time, as **cuando, hasta que, antes (de) que, después que.** Examples:

Me quedaré aquí hasta que me escriban, *I shall stay here until they write me.*

Dijo que no me pagaría el dinero antes que yo partiese, *He said that he wouldn't pay me the money before I left.*

Te daré el regalo después que hayas aprendido la lección, *I will give you the gift after you have learned the lesson.*

Purpose or result. Examples:

Te lo digo afin de que no lo olvides, *I tell you in order that you may not forget it.*

Hágalo de manera que no se caiga, *Do it in such a way that you will not fall.*

Condition. Examples:

Iré con tal (de) que me den permiso, *I will go provided they give me permission.*

No le visitaré a menos que (no) me pida perdón, *I will not visit him unless he begs my pardon.*

Les escribiré en caso (de) que necesite el dinero, *I will write you in case I need the money.*

Concession. Examples:

Iremos mañana aunque llueva, *We will go tomorrow even though it rain.*

Aun cuando viniera, no se lo diría, *Even though he came I should not tell him.*

Por más que se esfuerce, no podrá hacerlo, *However much he may try he will not be able to do it.*

It should be noted that in clauses expressing facts, and in more vivid conditional clauses with **si**, the indicative is used. Examples:

Me quedé hasta que me escribieron.
Siempre me paga el dinero antes que parto.
Lo hizo de manera que no se cayó.
Si viene iremos, aunque está lloviendo.
Por más que me esfuerzo no puedo hacerlo.

Attention should be paid to the rule of sequence of tenses stated in Lesson XIV.

COMPOSITION I

I am going to write you before [1] I receive your letter, which, without doubt,[1] will cross this one. I told you in my previous [1] letter that I would write you as soon [1] as [1] I knew the marks that I received in the examinations that I was going to take at the end of the first semester. Not all of them [2] are good, but if you are disposed [1] to believe that I have worked seriously, and that I have not done anything without your knowing [3] it, I am not afraid [1] that you will believe that I am an idler.[4]

They passed me only conditionally in one course, but they give that [1] grade in order that [1] the student may have the opportunity [1] of taking another examination. If he passes it they give him a satisfactory [1] grade. Perhaps [5] I do not study enough, but sometimes I think that the professors try [1] to give the examinations in such [6] a way [6] that the students may not be able to pass them.

I will write to you again [1] when I have no money left. That [7] will be next week, unless you send me some funds before.[1]

Your loving son,

Robert.

[1] See vocabulary. [2] **no todas ellas.** [3] **sin que**, with subjunctive clause. [4] See Lesson II. [5] **tal vez**, with subjunctive. [6] **de una manera tal que.** [7] **eso.**

COMPOSITION II

Robert has just received a very affectionate letter from his father, which crossed the one that[1] he wrote yesterday.[2] He always reads these letters with the greatest interest, because his father gives him information concerning several preparatory-school friends. He also gives him good advice, which he always follows.

He took some examinations recently, and when he knows the marks that he received he will tell them to his father. He thinks he has passed[3] these examinations, and we should regret it if they failed[4] him in a course, or passed him only conditionally. But sometimes students make slips,[2] and if they have failed him in some course he will have to work at[5] it more seriously. If they passed him only conditionally he would be able to pass the course by[6] taking another examination. If they fail him in that examination he will have to repeat[2] all the work[2] of the course.

In his last letter he asked his father to send him some money when he wrote again, although he still had some money left from the last remittance. He really loves his parents and he sends them an embrace.

IDIOMS

1. Volví a escribirle al día siguiente. 2. Acaba de recibir mi carta. 3. Tengo que sufrir un examen de derecho. 4. Siempre saca muy buenas notas. 5. En geografía me dieron *sobresaliente.* 6. Sólo me queda un peso. 7. Mis cartas siempre se cruzaban con las suyas. 8. El buen estudiante no da tropiezos y nunca queda suspenso en ninguna asignatura. 9. Le haré otra remesa cuando vuelva a escribir a Vd. 10. No necesita Vd. decirme lo que quiere.

[1] **la que.** [2] See vocabulary. [3] *he thinks to have passed.* [4] See Lesson IV, Composition II, note 7. [5] **en.** [6] Omit.

REVIEW OF IDIOMS

1. My letter crossed his. 2. I had just received his letter. 3. He does not need to tell me that he will do it. 4. I received very good marks in the examination which I took recently. 5. I made[1] a slip[1] in history. 6. I had to take another examination. 7. He was working hard in order to pass the course. 8. I received a Good in commercial geography. 9. He still had some money left. 10. He said that he would make me a remittance when he wrote. 11. I shall write again next week. 12. Your loving son, Robert.

QUESTIONS TO BE ANSWERED IN SPANISH

¿Cuántas veces al mes escribe Vd. a su familia?

¿Espera Vd. mucho tiempo antes de contestar las cartas que recibe de su familia?

¿Qué informes interesantes ha encontrado Roberto en la carta?

¿Qué otra cosa le comunican sus padres?

¿A qué se refieren probablemente los buenos consejos que le dan?

¿Qué reciben los estudiantes cuando terminan una asignatura?

¿Cuáles son las notas que reciben los estudiantes españoles?

¿Qué asignaturas está cursando Roberto?

¿Qué asignaturas cursa Vd. este semestre?

¿Qué asignaturas ha cursado Vd. el año pasado?

¿Qué tienen que hacer los estudiantes a quienes suspenden en una asignatura?

¿Qué aguardan de sus padres con mucha impaciencia los estudiantes?

¿Qué les envía Roberto a sus padres al final de la carta?

[1] See vocabulary.

LESSON XVII

SE ACERCA LA ÉPOCA DE LOS EXÁMENES

— ¿Se alegra Vd. de que se esté acercando la época de los exámenes?

— Al contrario, estoy algo inquieto, porque no estoy seguro de haber empleado bien el tiempo que hemos pasado aquí.

— Es verdad que hemos malgastado en diversiones algunos ratos, pero también muchos días hemos preparado bien nuestras lecciones.

— Cuando está todavía algo lejos la época de los exámenes es muy divertido ir a ver las películas de algún *cine* o a presenciar alguna función teatral, pero ahora a mí mis estudios me parecen de mucha más importancia que esas diversiones.

— Mañana me voy a encerrar en mi cuarto y no estaré en casa para nadie.

— Yo también me voy a aplicar seriamente, porque si me suspenden en dos o tres asignaturas es seguro que van a despedirme de la Universidad. Eso es lo que les pasa a muchos estudiantes al final del primer semestre.

— Hay algunos estudiantes que, cuando los suspenden, pretextan debilidad óptica y dicen que por esa razón han tenido que abandonar la Universidad, pero nosotros no podremos hacer eso, porque todo el mundo sabe que tenemos muy buenos ojos.

REVIEW OF GRAMMAR

CONDITIONS CONTRARY TO FACT

The condition contrary to fact in present time is most commonly expressed by using the **-ra** form of the imperfect subjunctive in the conditional or **si** clause, and the present conditional in the conclusion. The **-se** form of the imperfect subjunctive may be used in place of the **-ra** form in the **si** clause, and the **-ra** form of the imperfect subjunctive may be used instead of the conditional in the conclusion, but it should be noted that the conditional cannot be used in the **si** clause, nor can the **-se** subjunctive be used in the conclusion. Example:

Si tuviera (tuviese) el dinero compraría (comprara) la casa, *If I had the money I should buy the house.*

Note that the above form of the condition contrary to fact is the same as the less vivid future condition. Example:

Si viniera (viniese) me alegraría (alegrara), *If he came (should come, were to come) I should be glad.*

The condition contrary to fact in past time is expressed by replacing the imperfect subjunctives of the condition contrary to fact in present time by pluperfect subjunctives and by replacing the present conditional by the perfect conditional. Example:

Si hubiera (hubiese) tenido el dinero habría (hubiera) comprado la casa.

In colloquial speech the condition contrary to fact in past time may have the form of the condition contrary to fact in present, and a condition contrary to fact in either past or present time, or a less vivid future condition, may be expressed by the use of the present indicative in both **si** clause and conclusion. Example:

Si lo sé, te lo digo, *If I knew (had known, were to know), I would tell (would have told) you.*

COMPOSITION I

I should be glad that examination time is approaching, if I were not so uneasy on account[1] of not having used well all the time that I have spent here.

It is true that if we had not wasted on amusements some time[2] in which we should[3] have been studying[3] we should have been able to prepare our subjects better.

I used[4] to think[4] that when examination time arrived[5] I should be able to shut myself up in my room, in order not to be at home to anybody,[6] and that in that[1] way[7] I should be able to do in a few[1] hours what[1] I had not done in fifteen[1] weeks.

I wish[8] that we had applied ourselves more seriously, for when they communicate[1] to us the marks which we have received it is possible that we may find[1] that they have failed us in two or three subjects.

I always thought that when they dismissed[5] me from the university — in case[1] they did[8] — I would feign eye trouble, and it is possible that I might[9] do[9] it,[10] if everybody did not know[5] that I have very good eyes — and if I were[5] disposed[1] to tell a lie.[1]

COMPOSITION II

When examination time approaches, at the end of the semester, those[1] who[1] are not absolutely sure that they have used their time well are somewhat uneasy. They have spent much time at[11] the movie, where they have seen a few[1] good films and a countless[1] number[1] of bad ones; they have been present at some theatrical performances. All these amusements seemed to them of great importance.

[1] See vocabulary. [2] Use **ratos.** [3] **debíamos estudiar.** [4] **antes creía.** [5] Imperfect subjunctive. [6] **nadie.** [7] **quisiera.** [8] **lo hiciesen.** [9] **hiciera.** [10] **lo.** [11] **en.**

Now they wish[1] that they had shut themselves up in their rooms in order not to be at home to anybody, which[2] would have permitted them to prepare some lessons well. They regret that they have wasted[3] so much time.[4]

But at that time[5] the examinations were far away and they believed that when they came[6] they would be able to do in a minute[5] what[5] they had not done in many days. Their amusements seemed to them of more importance than their studies. For that reason[5] they are now very uneasy.

They are thinking[5] of[7] the possibility[5] of feigning eye trouble, in case[5] the professors dismiss them. They wish[1] that everybody did not know that they have good eyes.

IDIOMS

1. Se alegra de que estemos aquí. 2. Se estaba acercando la época de las vacaciones. 3. Cuando se encierra en su cuarto no está para nadie. 4. Tiene las manos muy grandes. 5. Los holgazanes malgastan muchos ratos. 6. Algunos estudiantes, cuando los despiden de la Universidad, pretextan debilidad óptica. 7. Se le despidió al día siguiente. 8. No conozco aquí a nadie y nadie me conoce a mí. 9. El buen estudiante emplea bien el tiempo. 10. Es muy divertido ir a ver una buena película.

REVIEW OF IDIOMS

1. Let us be glad that examination time is approaching. 2. He doesn't employ his time well. 3. I am sure that he has wasted a great deal of time.[4] 4. He spends all his time in the house. 5. I know[5] everybody, and everybody knows me. 6. Everybody knows that his eyes are good. 7. His eyes are blue[5] and his

[1] **quisieran**, with pluperfect subjunctive. [2] **lo que**. [3] *to have wasted*. [4] Use **ratos**. [5] See vocabulary. [6] Imperfect subjunctive. [7] **en**.

hair[1] is brown.[1,2] 8. I am not at home to anybody.[3] 9. They will dismiss me. I shall be dismissed.[4] 10. He used to feign eye trouble. 11. It is very amusing to see a good film. 12. I shut myself up in my room.

QUESTIONS TO BE ANSWERED IN SPANISH

¿Cuáles son las épocas de los exámenes en una universidad?

¿Qué estudiantes no se alegran de que esté cerca la época de los exámenes?

¿Qué hacen del tiempo muchos estudiantes?

¿Qué hacen los estudiantes que quieren dar bien la lección?

¿En qué época del año escolar están los estudiantes más dispuestos a malgastar el tiempo?

¿Dónde le es fácil al estudiante malgastar algunos ratos?

¿Cuándo le parecen al estudiante de más importancia sus estudios?

¿Qué hacen algunos estudiantes que temen salir mal en los exámenes?

¿Qué les pasa a los estudiantes que reciben muy malas notas?

¿Cómo explican su vuelta a casa algunos estudiantes de los que despiden de la universidad?

¿Por qué a nuestros dos jóvenes no les queda este recurso poco honrado?

[1] See vocabulary. [2] Model this sentence on **tenemos muy buenos ojos** in the text. [3] **nadie**. [4] Passive.

LESSON XVIII

ACTO DE CLAUSURA DE LA UNIVERSIDAD

— Este salón se está llenando rápidamente.

— Sí, es verdad. Este edificio de exposiciones es bastante grande, y sin embargo es demasiado pequeño para dar cabida a la muchedumbre que acude a presenciar el acto de clausura de la Universidad.

— Es muy hermosa esta marcha que está tocando la banda.

— Ahora se levanta para pronunciar la invocación uno de los pastores de la ciudad. Tiene una voz muy agradable.

— (*Después de los discursos dados por graduados de las diferentes facultades y escuelas*) Según su opinión, ¿cuál de los cinco oradores estuvo mejor?

— A mí me parece que el joven licenciado se llevó la palma. ¡Verá Vd. qué bien hablará el señor rector de la Universidad cuando pronuncie el discurso principal! Siempre lo hace muy bien.

— Éstos que desfilan ahora, ¿son los graduados de las diferentes facultades y escuelas?

— Sí, cruzan el estrado donde están sentados los profesores, para tomar de manos del Secretario el diploma correspondiente al grado que han ganado.

— Ahora que se ha pronunciado la bendición final vámonos en seguida, porque aquí dentro hace un calor insufrible.

REVIEW OF GRAMMAR

REFLEXIVE USES OF VERBS

Some verbs are used reflexively in Spanish in order to express an idea which is reflexive in both English and Spanish. Example:

Se ahorcó, *He hanged himself.*

Some verbs are used reflexively in Spanish in order to express an idea which is not stated reflexively in English. Examples:

Se levanta, *He gets up* (*i.e. raises himself*).
Se acuesta, *He goes to bed.*

The Spanish reflexive is very often employed to render the English passive. These reflexives are divided into two classes:

A. If the subject of the English passive is impersonal, or is a thing, incapable of performing the action indicated by the verb, the direct reflexive is used. Examples:

Se cree, *It is believed* (Impersonal. It should be noted that were the subject personal it would mean *He believes himself*, *She believes herself*, etc.).
El libro se lee, *The book is read.*

B. If the subject of the English passive is a person or animal, capable of performing the action indicated, the indirect reflexive, with impersonal subject understood, is used. Example:

Al tirano se le cree capaz de todo, *The tyrant is believed capable of anything.*

If an agent is expressed the passive construction is generally used. Examples:

Es amado de todos, *He is loved by all.*
Fué maltratado por todo el mundo, *He was ill-treated by everyone.*

Note that the juxtaposition of **se** and the dative pronoun may occur in a sentence of the type of those in *A*. Example:

Se le abre la puerta, *The door is opened* (*opens*) *for him.*

In connection with the study of the reflexive the student should note that the Spanish often employs the indefinite third person plural, as does the English.

Dicen (se dice). **Le odian (se le odia).**

COMPOSITION I

This hall does not much resemble[1] the one[2] where[2] this ceremony took place when I was here some years ago.[1]

No, it was plain[3] that the other[1] one was too small and that this one can hold many more people. But even[1] this hall will soon fill.

Do you like the marches which are played at these graduations?

Of all the university[1] bands that I know[1] this one carries away the palm.

Who are these persons who are seated on the platform?

They are professors. They consider[1] themselves (as) very wise,[1] and they can be recognized[4] by their grave air. It is plain[5] that you are a freshman.

One of them has just risen.

It is the president of the University. The invocation and the orations have been pronounced, and the young orators have been well received.[4] And now the president is going to speak. He is considered[4] (as) a very good speaker.

A multitude of students are graduated[1] every year, are they not?

Many are graduated, but many are dismissed[4] before being graduated, because they do not apply themselves seriously and they receive bad marks. They go away[1] to their homes and set about[1] earning[1] a living.[1]

[1] See vocabulary. [2] **aquél en donde.** [3] **se conocía.** [4] Indirect impersonal reflexive. For verb see vocabulary. [5] **se conoce.**

COMPOSITION II

In American[1] universities[2] graduation exercises are usually[1] held[1] in the largest hall available,[1] but even so[1] it is sometimes[1] too small to hold the multitude which wishes to be present at the ceremony.[1]

During[1] the exercises the university[1] band plays marches and other pieces.[1] The professors and instructors[1] are seated on a platform, in front of the graduates and the spectators.[1] At the beginning[1] of the ceremony an invocation is pronounced by a minister or by a priest.[1] Sometimes graduates of the different[1] colleges[1] make[3] speeches. The president of the university makes the principal address.

In an American university there are several colleges,[1] or faculties, as the Spaniards[1] call[1] them. The graduates of these different[1] colleges are seated in different groups,[1] in front[1] of the platform. After the speeches have been made they file across the platform and receive from the registrar of the university the diploma corresponding to the degree which they have obtained. Then[1] the benediction is pronounced, and everybody hastens to go out,[1] for usually it is terribly hot at[4] graduation exercises.[2]

IDIOMS

1. El salón se llenó rápidamente. 2. Si quiere Vd. algo, toque Vd. la campanilla. 3. Si la campanilla suena yo iré en seguida. 4. Caruso siempre estaba muy bien. 5. Los estudiantes desfilaron delante del Rector. 6. Hacía un calor tremendo. 7. Estamos muy bien aquí dentro. 8. Allá fuera hace mucho sol. 9. El teatro es muy pequeño para dar cabida a la muchedumbre que quiere presenciar el espectáculo. 10. ¿Va a tocar la banda? 11. ¿Quién se llevará la palma? 12. Va a ganar el grado este año.

[1] See vocabulary. [2] Use definite article. [3] *give*. [4] **en**.

REVIEW OF IDIOMS

1. The hall was filling rapidly. 2. It was too small to contain the crowd. 3. Many people came to be present at the exercises. 4. The last[1] orator was fine. 5. The first[1] one will carry off the palm. 6. The graduates filed by. 7. They received their diplomas from the president. 8. He has obtained his degree. 9. It is terribly hot in there.[2] 10. The benediction was pronounced. 11. The band was playing. 12. He rang[3] the bell.[1]

QUESTIONS TO BE ANSWERED IN SPANISH

¿En qué época del año escolar se verifica el acto de clausura?

¿Puede Vd. explicar la significación de la palabra *clausura*?

¿Dónde se verifica el acto en la universidad de que se trata aquí?

¿Por qué no puede servir para este acto una sala pequeña?

¿Qué personas componen la muchedumbre que acude a ver el acto?

¿Qué música hubo en el acto de que se trata aquí?

¿Cómo se llama una pieza a cuyo compás marchan las personas?

¿Cómo se llama la corta oración pronunciada al comienzo de un acto público?

¿Y la que se pronuncia al final?

¿Puede Vd. nombrar a algún famoso orador?

¿Puede Vd. nombrar a algunas de las facultades y escuelas que hay en esta universidad?

¿Dónde están sentados los profesores durante el acto de clausura?

¿Qué reciben los graduados en testimonio del grado que han ganado?

¿Puede Vd. describir un diploma?

¿Por qué hace muchas veces tanto calor en la sala donde se está verificando el acto de clausura de una universidad?

[1] See vocabulary. [2] allí dentro. [3] tocar.

SPANISH–ENGLISH VOCABULARY

The sign ~ is used for the word in heavy type at the beginning of the paragraph; thus, **ocho ~s** under **día** means **ocho días.**

a at, to; **~ la semana** per week
abajo below; **de ~** lower
abandonar abandon, leave
abrazar embrace, hug
abrazo *m.* hug, embrace
abrir (*perfect participle* **abierto, -a**) open
acabar finish; **~ de hablar** have just spoken
acera *f.* sidewalk
acerca de about
acercar bring near; **~se (a)** approach
acompañar accompany
acordarse (de) *r. ch. 1* remember
acostarse *r. ch. 1* go to bed
acreditar accredit
acto *m.* ceremony, exercises; **~ de clausura** commencement (in a university)
acudir come
adecuado, -a adequate, right
adelante forward
además besides
adiós good-by
admitir admit
adonde where, whither, to which; *interr.* **adónde** where, whither
afeitar shave; **máquina de ~** safety razor
agradable agreeable
agua *f.* water
aguardar wait; **~ (su) turno** wait one's turn
aguja *f.* needle, hand (of a clock); **poner la ~ del despertador** set the alarm clock
ahí (just) over there
ahora now
alcoba *f.* bedroom
alegrarse be glad
alegre happy, merry
algo something, somewhat
algún(o), -a some, any
almuerzo *m.* lunch
alojar lodge
alquilar rent; **se alquila casa** house for rent
alquiler *m.* rent
alterno, -a every other day
alto, -a high; **lo alto** the top
allá there, thither
allí there; **~ fuera** out there, outside
ambos, -as both
amigo *m.* friend

amueblado, -a furnished
andén *m.* platform (of a railroad station)
animado, -a animated
ante before
anterior previous, before (*adj.*)
antes before (*adv.*); ~ **de,** ~ **que,** before
anticuado, -a antiquated, old-fashioned
antipático, -a disagreeable
anunciar announce
año *m.* year
aplicado, -a industrious
aplicar apply
apresurarse hurry
aprobado, -a passed (Poor to Fair)
aprobar *r. ch. 1* pass (**me aprobaron en historia; aprobé la asignatura**); **sólo me aprobaron condicionalmente** they conditioned me
aprovechar take advantage of
aproximarse approach
apunte *m.* note; **tomar ~s** take notes
aquel, -lla, -llos, -llas, that, those
aquello that
aquí here; ~ **dentro** in here; **por** ~ this way
árbol *m.* tree
asado *m.* roast
asearse make one's toilet
asegurar assure
aseo *m.* neatness; **cuarto de** ~ dressing-room
así thus, so; ~ ~ so so **fair**; ~ **y todo** even so
asiento *m.* seat
asignatura *f.* course, study, subject
aspecto *m.* appearance, looks
aumentar increase
aún even, yet
autoridad *f.* authority
avanzado, -a advanced, late
avisar advise, inform
aviso *m.* signal
ayer yesterday
ayudar aid

bajar go down, come down; take down; lower; ~ **(de)** get out (of a vehicle)
bajo under
banda *f.* band
barato, -a cheap
barba *f.* beard
bastante sufficient, quite
baúl *m.* trunk
bendición *f.* benediction
besar kiss
bien well; **estar** ~ be comfortable; perform well; **está** ~ all right
billar *m.* billiard(s)
billete *m.* ticket, bill (money)
blanco, -a white
boca *f.* mouth
bolsillo *m.* pocket
bondad *f.* goodness
brazo *m.* arm
bueno, -a good
buscar hunt for

caballero *m.* gentleman
cabeza *f.* head
cabida *f.* capacity; **dar ∾ a** contain
cada each, every
caer(se) fall
calamidad *f.* calamity, atrocity
calor *m.* heat; **hace ∾** it is hot; **tengo ∾** I am hot
calle *f.* street
cama *f.* bed, berth (in a sleeping-car)
cambiar change; **∾ de tren** change cars
cambio *m.* change, exchange; **en ∾** on the other hand
camino *m.* road; **∾ de** on the way to; **de ∾** en route
campanilla *f.* bell, door-bell
cansado, -a tired
cansar tire
cara *f.* face
carga *f.* freight; **tren de ∾** freight train
cariñoso, -a affectionate
carrera *f.* race; **a la ∾** on the run, hastily
carta *f.* letter
cartera *f.* wallet
casa *f.* house; **∾ de huéspedes** boarding-house; **en ∾** at home
casi almost
castigo *m.* punishment
catedrático *m.* professor
causa *f.* cause; **a ∾ de** because of
celebrar be glad of
centavo *m.* cent
cerca near (*adv.*); **∾ de** near (*prep.*)
certificado *m.* certificate
ciencia *f.* science
cien(to) (a) hundred
cinco five
cincuenta fifty
cine (*abbreviation of* **cinematógrafo**) *m.* motion-picture theater
circunstancia *f.* circumstance(s)
ciudad *f.* city
clase *f.* class
clausura *f.* closing; **acto de ∾** commencement exercises
cobrador (del tranvía) *m.* conductor
cobrar collect
cocina *f.* kitchen, cooking
coche *m.* carriage, railroad car; **∾-cama** (*pl.* **∾s-camas**) *m.* sleeping-car; **∾-restorán** (*pl.* **∾s-restoranes**) dining-car
coger catch
colgar *r. ch. 1* hang
colina *f.* hill
comensal *m. and f.* table companion
comenzar *r. ch. 1* commence
comer eat, dine
comercial commercial
comida *f.* dinner; **tomar las ∾s** eat one's meals
comienzo *m.* beginning
como as, like, how; *interr.* **cómo** how

compañero *m.* companion; ~ **de universidad** college friend
compañía *f.* company
comparar compare
compás: a cuyo ~ to [the time of] which (*of music*)
componer compose
comprar buy
comunicar communicate
con with, by, to; **hacer** ~ do to
concluirse be exhausted, be used up
condición *f.* condition
condicionalmente: sólo aprobar ~ condition (*verb*)
conducir (conduzco, conduces, conduzca) conduct, lead
conductor (del tranvía) *m.* motorman
conferencia *f.* lecture
confesar *r. ch. 1* confess
confianza *f.* confidence, intimacy
confort *m.* comfort
conocer (conozco, conoces, conozca) know, be acquainted with
consejo *m.* piece of advice; *pl.* advice
construir (construyo, construyes, construimos) construct
contar *r. ch. 1* count; ~ **con** count on
contemplar look at
contener *r. ch. 1 and irreg.* contain
contentarse be satisfied
contento, -a contented, glad
contestación *f.* answer
contestar answer
contrario, -a contrary; **al contrario** on the contrary
convenir *r. ch. 2 and irreg.* suit, be what one wants
correr run
correspondiente corresponding, pertaining
corto, -a short
cosa *f.* thing; **otra** ~ something else
crecer (crezco, creces, crezca) grow
creer believe
cruzar, cruzarse con, cross
cuál which, what
cualquier(a), *pl.* **cualesquier(a)** any
cuando when; **de vez en** ~ from time to time; *interr.* **cuándo** when
cuanto, -a as much as; **en cuanto** as soon as; **en cuanto a** as regards; **unos cuantos** some few; *interr. or excl.* **cuánto, -a** how much, how many
cuarto, -a fourth
cuarto *m.* room, quarter; ~ **de aseo** dressing-room
cuatro four
cuello *m.* neck
cuidado *m.* care; ~ **con** be careful to; **no tenga Vd.** ~ don't worry
cuidar take care of
cursar take (*of courses*)
curso *m.* course, year (in the university)
cuyo, -a, -os, -as, whose, of which

cheque *m.* check
chico, -a small; *substantive* small child
chimenea *f.* chimney, hearth

dar *irreg.* give; ∾ **cabida a** contain; ∾ **con** find; ∾ **la (una) lección** recite; ∾ **señas** give signs; ∾ **un tropiezo** make a slip
de of, to, on, with; **hacer** ∾ do with
debajo: ∾ de under
deber owe; **debe de estar aquí** he must be (probably is) here
debido, -a due, owing
debilidad *f.* weakness
decir *r. ch. 3 and irreg.* say, tell; **es** ∾ that is to say
dedicar devote
definitivo, -a definite
dejar leave; ∾ **de** fail to, cease
delante in front; ∾ **de** in front of
demás remaining; **los** ∾ the others
demasiado too, too much
dentro within; **aquí** ∾ in here; ∾ **de** inside of
departamento *m.* compartment
derecho, -a right; **la derecha** the right
derecho *m.* law, right, fee
desayuno *m.* breakfast
desde since; ∾ **que** since
desear desire
deseo *m.* wish, desire
desfilar file by
deslizarse glide
desocupado, -a unoccupied
despacho *m.* office; ∾ **de equipajes** baggage room
despedida *f.* farewell, leavetaking
despedir *r. ch. 3* dismiss; ∾**se de** take leave of
despertador *m.* alarm-clock
despertarse *r. ch. 1* wake up
después afterward(s); ∾ **de,** ∾ **que,** after
destinado, -a intended
destino *m.* destination
día *m.* day; **es de** ∾ it is day; **ocho** ∾**s** a week
diario, -a daily
dicho *see* **decir**
diez ten
diferenciarse be different
diferente different
difícil difficult
dificultad *f.* difficulty
dinero *m.* money
Dios *m.* God
dirección *f.* address
directo, -a direct; **ir directo a** go straight through to
dirigir direct
discurso *m.* speech
discutir discuss
disfrutar enjoy oneself
disminuir (disminuyo, disminuye, disminuimos) diminish; ∾ **la velocidad** slow down
disponer (dispongo, dispones, disponga) dispose, make ready

dispuesto, -a (a) disposed to; ∾ **para** ready to
diversión *f.* diversion, amusement
divertido, -a amusing
documento *m.* document
dólar *m.* dollar
donde where, in which; *interr.* **dónde** where
dormir *r. ch. 2* sleep; ∾**se** go to sleep
dormitar doze
dos two
dueño *m.* owner
durar last

e and. *Used instead of* **y** *before words beginning with sound of* i
económico, -a economical
echar throw, cast
edificio *m.* building
el, la, lo, los, las, the; ∾ **que** he who, the one which, she who, those who, *etc.*
él, ella, ello, he, she, it
elegir *r. ch. 3* choose
embargo *m.* hindrance; **sin** ∾ nevertheless
emplear use, spend
emprender undertake
en in, on, at
encerrar *r. ch. 1* shut up
encontrar *r. ch. 1* find
engordar grow fat
ensalada *f.* salad
enseñanza *f.* teaching, instruction
enseñar show, teach
enterar inform
entonces then, in that case
entre between, among
entregar hand over, deliver
entretanto in the meantime
enviar send
época *f.* time, period
equipaje *m.* baggage; **despacho de** ∾**s** baggage-room
escolar scholastic
escribir (*perfect participle* **escrito**) write
escrito *see* **escribir**
escuela *f.* school
ese, -a that, that one
eso that; **por** ∾ on that account
español, -la Spanish, Spaniard; **el español** the Spanish language
espectáculo *m.* spectacle, performance
espera *f.* wait, waiting; **sala de** ∾ waiting-room
esperar wait for, hope, expect; ∾ **(su) turno** wait one's turn
establecer (establezco, estableces, establezca) establish
establecimiento *m.* establishment
estación *f.* station
estado *m.* state
estar *irreg.* be, be at home; ∾ **bien** be comfortable, perform well; ∾ **mal** be uncomfortable, perform badly
este, -a, -os, -as, this, these, this one, *etc.*

estirar stretch
estorbar bother, be in the way
estrado *m.* platform
estrechar clasp, squeeze
estrecho, -a narrow
estremecerse (estremezco, estremeces, estremezca) shudder
estudiante *m.* student
estudiar study
estudio *m.* study
eternidad *f.* eternity
evitar avoid, shun
examen *m.* examination
examinar examine
exceso *m.* excess, excess baggage
expendedor de billetes *m.* ticket-seller
expender sell
explicar explain
exposición *f.* exposition
expreso: tren ~ *m.* express
extenderse *r. ch. 1* extend
extraordinario, -a extraordinary

fácil easy
facturar check
facultad *f.* faculty, college
falta *f.* fail, lack; **hacer ~** be needed; **me hace(n) ~** I need
faltar be lacking; **falta poco** it will not be long
familia *f.* family
famoso, -a famous
fatigar tire
favor *m.* favor; **haga el ~ de** please (to)
febrero *m.* February
ferrocarril *m.* railroad
figurar appear
fila *f.* line
fin *m.* end; **a ~es** about the end; **por ~** at last
final *m.* end
firme firm
fondo *m.* bottom; *pl.* funds
formar form
frecuencia *f.* frequency
frente *f.* forehead
frío, -a cold
frío *m.* cold; **hace ~** it is cold; **tengo ~** I am cold
fuera outside; **allí (allá) ~** out there
fuerte strong, violent
fumar smoke
función *f.* performance

ganar earn, get, receive, gain
gente *f.* people, folks
geografía *f.* geography
gimnasio *m.* gymnasium
gracias *f. pl.* thanks
grado *m.* degree
graduado *m.* graduate
graduarse graduate, be graduated
gran(de) great, large
gratis free
gritar call, call out
grueso, -a thick, heavy
guardar put away
gustar please; **me gustan los libros** I like the books

haber *irreg.* have (*auxiliary*); **he de ir** I am to go; **hay** there is, there are; **hay que** it is necessary to
habitación *f.* room
hablar speak, talk
hacer (*irreg.; perfect participle* **hecho**) make, do, take (*of studies*); **hace calor** it is hot; **hace sol** the sun shines brightly; **hace dos días** two days ago; **∾ de** do with; **∾ con** do to; **haga el favor de** please (to); **∾se** become; **un hombre hecho** a grown man; **estar hecho un hombre** have grown to be a man
hacia toward
hallar find
hambre *f.* hunger; **tener ∾** be hungry
haré *see* **hacer**
hasta as far as, even, until; **∾ que** until
hecho *see* **hacer**
herido *m.* wounded man
hermana *f.* sister
hermoso, -a beautiful
higiene *f.* hygiene
higiénico, -a hygienic
hijo *m.* son
historia *f.* story, history
hogar *m.* hearth, home
hoja *f.* leaf, blade
holgazán, -na idle, lazy
hombre *m.* man
honrado, -a honorable
hora *f.* hour, time; **es ∾ de ir** it is time to go; **a última ∾** at the last minute
hoy today
huésped *m.* guest; **casa de ∾es** boarding-house

ilustrado, -a illustrated
impaciencia *f.* impatience
impedir *r. ch. 3* prevent
importancia *f.* importance
importante important
inconveniente *m.* inconvenience, bother
informe *m.* report; *pl.* information
inglés, -sa English; **el inglés** the English language
ingresar (en) enter
ingreso *m.* entrance
inmenso, -a immense, great
inquieto, -a uneasy
inquilino *m.* roomer
inspeccionar inspect
instruido, -a educated
insuficiente insufficient, too small
insufrible insufferable
interés *m.* interest
interesar interest
interior inside (*adj.*)
ir go

joven young; *noun m. and f.* young person
jugar (juego, juegas, jugamos) play, gamble

junto, -a together
juzgar judge

labio *m.* lip
lado *m.* side
lago *m.* lake
largo, -a long
lavabo *m.* washstand
lavar wash
le, la, lo, los, las, him, her, it, them, you
lección *f.* lesson; **dar la (una) ∾** recite
leer read
lejos far, far away
lento, -a slow
letra *f.* letter (*i.e.* character)
letrero *m.* sign
levantar raise; **∾se** get up
libra *f.* pound
libro *m.* book
licenciado *m.* law graduate
límite *m.* limit, border
limpiar clean, polish, shine
linterna *f.* lantern
lista *f.* list
listo, -a ready
lugar *m.* place; **tener ∾** take place
luto *m.* mourning; **estar de ∾** be in mourning
luz *f.* light

llamada *f.* call
llamar call; **las llamadas sororidades** the so-called sororities
llegada *f.* arrival
llegar arrive; **ha llegado a mi poder** it has reached me
llenar fill, fulfill
lleno, -a full
llevar carry, have, charge; **∾se** carry off

madre *f.* mother
madrugar get up early
mal badly; **estar ∾** be uncomfortable, perform badly
mal(o), -a bad
maleta *f.* suitcase
malgastar waste
manera *f.* manner; **de ∾ que** so that
mano *f.* hand
mañana *f.* morning; *adv.* tomorrow
máquina *f.* machine; **∾ de afeitar** safety razor
maquinista *m.* engineer
marcha *f.* going, gait; march (*music*); **en ∾** in motion; **ponerse en ∾** start
marchar march, walk, walk along, go
margen *m. and f.* shore
más more, most; **los ∾** the majority
matemática *f.* mathematics
matriculación *f.* registration
matricularse register
mayor greater, important, older, greatest, *etc.*
mayoría *f.* majority

media *f.* stocking
medio, -a half
medio *m.* means
mejor better, best
menor lesser, smaller; **los ~es** the little folks
menos less, least
mes *m.* month
mesa *f.* table; **~redonda** common table
meter put
miedo *m.* fear
mientras while
minuto *m.* minute
mío, -a mine, of mine
mirar look, look at
mismo, -a same
módico, -a cheap
modo *m.* way
molestar bother
mostrador *m.* counter
motivo *m.* motive; **con ~ de** on account of
mozo *m.* servant, porter, waiter
muchacho *m.* boy, young man
muchedumbre *f.* multitude, crowd
mucho, -a much; *pl.* many
muerto, -a dead
mujer *f.* woman
mundo *m.* world; **todo el ~** everybody
música *f.* music
muy very

nada nothing, (not) anything; not at all
nadie nobody
naipe *m.* (playing) card; **jugar a los ~s** play cards
navaja *f.* razor, knife
Navidad *f.* Christmas
necesario, -a necessary
necesitar need
negar *r. ch. 1* deny, refuse
ni neither, not even
ningún(o), -a no, none
niño *m.* child
no no, not
noche *f.* night
nombrar name
nombre *m.* name
norteamericano, -a American, Yankee
nos to us, us
nosotros we, us
nota *f.* note, grade
notable Good (university grade)
notar notice
novato *m.* freshman
nuestro, -a our, ours
nueve nine
nuevo, -a new
número *m.* number
numeroso, -a numerous
nunca never

o or
obligar oblige
obra *f.* work
obstante: no ~ notwithstanding
obtener *r. ch. 1 and irreg.* obtain
ocupado, -a occupied, taken, busy
ocho eight; **~ días** a week

oficina *f.* office
oír hear
ojo *m.* eye; **unos ∾s** a pair of eyes
olvidar forget
operación *f.* operation
oportunidad *f.* opportunity
óptico, -a optical
oración *f.* prayer
orador *m.* orator, speaker
ordinario, -a ordinary
oscuro, -a dark
otro, -a other, another

Pacífico *m.* the Pacific
padre *m.* father; *pl.* parents
pagar pay, pay for
palabra *f.* word
palma *f.* palm (*i.e.* victory)
pan *m.* bread
panorama *m.* view
papel *m.* paper
para by, for, in order to, until; **∾ el martes** by Tuesday; **∾ que** in order that
parar, pararse, stop
parecer(parezco, pareces, parezca) seem
parte *f.* part
particular private
partida *f.* departure
partir depart, leave
pasado, -a past, last
pasar pass, happen; **∾se** pass (*of time*)
paso *m.* step
pastel *m.* pie
pastor *m.* (Protestant) minister
patrón, -na *m. and f.* landlord, landlady
pedir *r. ch. 3* ask, ask for, order; **∾ prestado, -a** borrow
película *f.* film
peligro *m.* danger
pelo *m.* hair
pensar *r. ch. 1* think, think of the fact that; **∾ en** think of
peor worse, worst
pequeño, -a little, small
perder *r. ch. 1* lose, miss, waste
pereza *f.* laziness
periódico *m.* newspaper
permiso *m.* permission
permitir permit, allow
pero but
persona *f.* person
perspectiva *f.* prospect
persuadir persuade
pesar weigh
pescado *m.* fish
peso *m.* weight; dollar; **exceso de ∾** excess baggage
pie *m.* foot
pierna *f.* leg
pieza *f.* piece (of music)
piso *m.* floor; **primer ∾** second floor
plataforma *f.* platform
plato *m.* dish
pluma *f.* pen
poco, -a little, a little; *pl.* few
poder *r. ch. 1 and irreg.* be able
poder *m.* power; **ha llegado a su ∾** it has reached him

poner (*irreg.; perfect participle* **puesto**) put, place, charge; ∾ **la aguja del reloj** set the clock; ∾**se** put on, become; ∾**se en marcha** start
por by, for, for the sake of, in, per, through; ∾ **qué** why; ∾ **malo que sea** however bad he may be
porque because
posible possible
postal *f.* postal
precio *m.* price
preciso, -a precise, necessary
preferir *r. ch. 2* prefer
preguntar ask (*of a question*)
preparar prepare
preparativo *m.* preparation
preparatorio, -a preparatory
presenciar attend
presentar present
presente present
prestar lend; **pedir prestado, -a** borrow
pretextar feign
primer(o), -a first; **primer piso** second floor; **de primera** first-class; **primero** *adv.* first
principiar begin
profesor *m.* professor
promesa *f.* promise
prometer promise
pronto, -a early; **pronto** *adv.* soon
pronunciar pronounce, give (*of a speech*)
prospecto *m.* catalogue (of a university)
proteger protect
próximo, -a next
proyecto *m.* project, plan
puente *m. and f.* bridge
pues for, since; well then
puesto *see* **poner**
puesto *m.* post
punto *m.* point, place; **a ∾ de** about to; **en ∾** sharp (*of time*), exact

que as, than, that, to, who, which; **nada ∾ leer** nothing to read; **el ∾, la ∾, lo ∾, los ∾, las ∾,** he who, she who, what, the ones which, *etc.*; *interr.* **qué** what; **por qué** why; *excl.* **qué** how
quedar be left, remain, be; **me queda(n)** I have left; **ya no queda del pescado** there is no more of the fish; ∾**se** be left, remain; ∾ **suspenso** fail (in a course), be flunked
querer *r. ch. 1 and irreg.* wish
querido, -a dear
quisiera *see* **querer**

rapidez *f.* rapidity, speed
rápido, -a rapid, fast
rato *m.* while, time
razón *f.* reason, right
recibir receive
recibo *m.* receipt
recoger gather together
rector *m.* president (of a university)

recurso *m.* recourse
redondo, -a round; **mesa redonda** common table
referirse (a) *r. ch. 2* refer (to)
regalo *m.* gift
regir *r. ch. 3* govern, manage
rejilla *f.* grating, rack
reloj *m.* watch, clock
remesa *f.* remittance
repasar go over, examine
representar represent
requisito *m.* requirement
residencia *f.* residence; ∾ **de estudiantes** dormitory
respectivo, -a respective
respecto a concerning
restorán *m.* restaurant
resultado *m.* result
revisor (de billetes) *m.* conductor
revista *f.* review, magazine
ropa *f.* clothing; ∾ **interior** underclothing
ruido *m.* noise

saber *irreg.* know (*of facts*)
sacar take out, get out; get (*of grades*)
sala *f.* room, hall; ∾ **de espera** waiting-room
salida *f.* exit, departure
salir *irreg.* come out, go out; ∾ **bien o mal en un examen** come out well (pass) or badly (fail) in an examination
salón *m.* hall
san(to), -a saint
satisfecho, -a satisfied
se *reflexive pronoun, third person*
sé *see* **saber**
secretaría *f.* registrar's office
secretario *m.* registrar
seguida: en ∾ at once
seguir *r. ch. 3* follow, continue
según according to, according to what
segundo, -a second
seguridad *f.* security, assurance
seguro, -a sure, certain
seis six
semana *f.* week; **a la** ∾ per week
semestre *m.* semester
sentar *r. ch. 1* seat; ∾**se** sit down
sentir *r. ch. 2* feel, regret; ∾**se** feel
seña *f.* sign
señor *m.* sir, gentleman, Mr.
señora *f.* madam, Mrs.
señorita *f.* young lady, Miss
separación *f.* separation
separar separate; ∾**se** separate, part
ser *irreg.* be
serio, -a serious
servir *r. ch. 3* serve; ∾ **a la mesa** wait on table
si if, whether
sí yes
siempre always
siete seven
significar mean
siguiente following
silbato *m.* whistle; **tocar el** ∾ blow the whistle
simpático, -a nice, agreeable

sin without; ∾ **embargo** nevertheless
sino but (*contradictory*)
sitio *m.* room, space, place
situado, -a situated
sobrado, -a oversupplied
sobre above, on, over, upon; ∾ **todo** above all
sobresaliente Excellent (university grade)
sol *m.* sun; **hace** ∾ the sun shines brightly
solo, -a sole, alone, only
sólo *adv.* only, merely
sombrero *m.* hat
sonar *r. ch. 1* ring
soñar *r. ch. 1* dream; ∾ **con** dream of
sopa *f.* soup
soportar stand, endure
su his, her, its, their, your
subir go up, come up, bring up, take up; raise; ∾ **a** get into (*of vehicles*)
suelo *m.* floor
sueño *m.* sleep
sufrir suffer; ∾ **un examen** take an examination
sumo, -a very great
suponer *irreg.* suppose
suspender fail, flunk
suspenso, -a failed (in a study), not passed; **quedar suspenso** fail, be flunked
suyo: el ∾, **la suya, lo** ∾, **los** ∾**s, las suyas** his, hers, its, theirs, yours

tal such; ∾ **vez** perhaps
talón *m.* baggage check
también also
tanto, -a, -os, -as so much, so many; **tan(to)** *adv.* so much, so
taquilla *f.* (theater) ticket-office, box-office
tardar be long, delay, take
tarde late, tardy
tarjeta *f.* card
teatral theatrical
teatro *m.* theater
temer fear
temprano, -a early; **temprano** *adv.* early
tener *r. ch. 1 and irreg.* have, hold; ∾ **hambre** be hungry; ∾ **lugar** take place; ∾ **presente** bear in mind; ∾ **que** have to
tercer(o), -a third
terminar end, finish
término *m.* end
tesorería *f.* bursar's office
testimonio *m.* testimony; **en** ∾ **de** as evidence of
ti thee
tiempo *m.* time, weather; **mucho** ∾ a long time
timbre *m.* bell
tinta *f.* ink
tirar throw; ∾ **de** pull
tocar touch, play, ring; ∾ **el silbato** blow the whistle; **me toca jugar** it's my turn to play
todavía yet, still
todo, -a all; **sobre todo** above all; **todo el mundo** everybody

tomar take, buy; ∾ **las comidas** eat one's meals
trabajar work
trabajo *m.* work
traer (traigo, traes, traiga) bring
trajo *see* **traer**
tránsito *m.* traffic
tranvía *m.* street car
trascurrir elapse
trasero, -a back (*adj.*)
tratar treat, associate with; **se trata de** we are concerned with
trato *m.* fare, food
tren *m.* train; ∾ **de carga** freight train
tres three
trineo *m.* sled
tropiezo *m.* stumble, slip; **dar un** ∾ make a slip
tu thy, your
tú thou
turno *m.* turn; **aguardar (su)** ∾, **esperar (su)** ∾, wait one's turn
tutela *f.* supervision

u or (*used before sound* **o**, *as* **seis** ∾ **ocho**)
último, -a last; **a última hora** at the last minute; **en estos últimos días** the last few days
universidad *f.* university
universitario, -a university (*adj.*)
un(o), -a one, a; *pl.* some, a pair of
usar use, wear

vacaciones *f. pl.* vacation
valer *irreg.* be worth; **más vale** it would be better
vamos *see* **ir**
variar vary
varios, -as various, several
Vd. (*contraction of* **vuestra merced** Your Grace), you
vehículo *m.* vehicle
veinticinco twenty-five
velocidad *f.* speed; **disminuir la** ∾ slow down
venir *r. ch. 2 and irreg.* come
ventaja *f.* advantage
ventana *f.* window
ventanilla *f.* small window (of a car), ticket window
ver *irreg.* see; ∾**se** find oneself, be
veras: de ∾ really
verdad *f.* truth; **es** ∾ that's so; ¿ **no es** ∾ **?** isn't he, haven't they, won't we, *etc.*; **la** ∾ to tell the truth; **de** ∾ truly
verificarse take place
vestido *m.* suit, dress
vestir *r. ch. 3* dress; ∾**se** dress (oneself)
vez *f.* time; **de** ∾ **en cuando** from time to time; **tal** ∾ perhaps; **rara** ∾ rarely; **algunas veces** sometimes
viaje *m.* trip, journey
viajero *m.* traveler, passenger
vicio *m.* vice, bad habit
vida *f.* life
viejo, -a old

visita *f.* visit
vivir live
volver *r. ch. I* return; ∾ **a hablar** speak again
voz *f.* voice
vuelta *f.* return, change

y and
ya already, soon, surely; ∾ **no** no longer
yo I

zapato *m.* shoe

ENGLISH–SPANISH VOCABULARY

able: be ∾ poder *r. ch. 1 and irreg.*
above sobre; **∾ all** sobre todo
account: on ∾ of por, con motivo de
afraid: be ∾ temer, tener miedo
after después de, después que
afterward(s) después, más tarde
again otra vez; **I speak ∾** vuelvo a hablar
ago hace; **how many hours ∾ did you arrive** cuántas horas hace que Vd. llegó
air aire *m.*
all todo, -a; **∾ of them** todos ellos, todas ellas; **above ∾** sobre todo
along por
although aunque
always siempre
American norteamericano, -a, yanqui
anyone cualquier persona *f.*; **not ∾** nadie
anything cualquier cosa *f.*; **not ∾, nothing,** nada
as tan, como; **∾ good ∾** tan bueno como
ask (*for information*) preguntar; (*a favor*) pedir *r. ch. 3*
at a, en; **∾ home** en casa
available que hay(a) disponible

back: come ∾ volver *r. ch. 1*
bad malo, -a
bed cama *f.*; **go to ∾** acostarse *r. ch. 1*
before anterior (*adj.*); antes (*adv.*); antes de, antes que
begin comenzar *r. ch. 1*
beginning comienzo *m.*
believe creer
bell campanilla *f.*; timbre *m.*
blue azul
bring traer
brown castaño, -a, de color castaño
brush limpiar; **∾ one's teeth** limpiarse los dientes
but pero; (*contradictory*) sino; (*after verb*) sino que
buy comprar, tomar
by por, para; **∾ Valera** por Valera; **∾ Tuesday** para el martes

call llamar
case: in ∾ en caso (de) que (*with subjunctive*)
cent centavo *m.*; cinco céntimos *m. pl.*

ceremony ceremonia *f.*
classroom sala de clase *f.*
college colegio *m.*
come venir *r. ch. 2 and irreg.*; ~ **back** volver *r. ch. 1*
communicate comunicar
company compañía *f.*
consider considerar
consult consultar
cot catre *m.*
cut cortar

danger peligro *m.*
deal: **a good** ~ mucho
different diferente
dismiss despedir *r. ch. 3*
disposed dispuesto, -a (a)
do hacer
doubt duda *f.*; **without** ~, **no** ~, sin duda
during durante

earn ganarse; ~ **a living,** ~ **one's living,** ganarse la vida
eat comer; ~ **one's meals** tomar las comidas, hacer las comidas
eight ocho
even hasta (hasta él lo cree); **not** ~ ni siquiera; ~ **so** así y todo; ~ **though** aun cuando
event: **at any** ~ de todos modos
everybody todo el mundo *m.*
except excepto
explain explicar
express: ~ **train** tren expreso *m.*

fear temer, tener miedo *r. ch. 1 and irreg.*
few pocos, -as; **a** ~ unos pocos, unas pocas
fifteen quince
find hallar
finish terminar (de *with infinitive*)
first primero, -a; (*adv.*) primero; **at** ~ al principio
foot pie *m.*
for (*conj.*) pues, porque; (*prep.*) para (para mí), por (por algún tiempo), durante
forget olvidar
front: **in** ~ **of** delante

get: ~ **into,** ~ **on,** (*of a vehicle or train*) subir (a)
give dar
glad contento, -a; **be** ~ estar contento, alegrarse
gladly con mucho gusto
go ir; ~ **away** irse (de aquí, de allí, *etc.*); ~ **out (on)** salir (a); ~ **to bed** acostarse *r. ch. 1*; ~ **up** subir (por); ~ **upstairs** subir (por la escalera)
good-by adiós
graduate, be graduated, graduarse
graduate graduado *m.*
grave grave
group grupo *m.*

hair pelo *m.*
hand mano *f.*

hear oír
high alto, -a
hold (*of classes*) dar; **be held** (*of ceremonies*) verificarse
home casa *f.*, hogar *m.*; **I am going ∾** voy a casa; **we are at ∾** estamos en casa
hope esperar
how (*exclamatory*) qué
how much cuánto, -a; **∾ many** cuántos, -as

if si
in en; **∾ order that** para que
interesting interesante
it (*referring to an idea*) ello
its su, sus

know (*of facts*) saber; (*of people*) conocer

last último, -a (su última carta); pasado, -a (la semana pasada); **at ∾** por fin
late tarde
later más tarde, después
lesson lección *f.*
letter carta *f.*
lie mentira *f.*
life vida *f.*
like: I ∾ me gusta(n)
like como
living vida *f.*; **earn one's ∾, earn a ∾,** ganarse la vida

man hombre *m.*; **young ∾** joven *m.*
meal comida *f.*; **eat one's ∾s** tomar las comidas
merely sólo
mine el mío, la mía, lo mío, *etc.*
minute minuto *m.*
modern moderno, -a
month mes *m.*
more, most, más
much mucho, -a; **so ∾** (*adverb, modifying verb*) tanto

never nunca
next (to) junto (a)
night noche *f.*; **it is ∾** es ya de noche
nor ni
notice fijarse en
number número *m.*; **a countless ∾** un sinnúmero *m.*

often, very often, muchas veces
once una vez; **at ∾** en seguida
opportunity oportunidad *f.*
order: in ∾ that para que
ordinarily por lo común
other otro, -a
out: ∾ of por; **go ∾** salir

Paul Pablo *m.*
pay pagar
piece (*of music*) pieza *f.*
place lugar *m.*; **take ∾** tener lugar, verificarse
platform andén *m.*
possibility posibilidad *f.*
possible posible
precisely precisamente

prefer preferir *r. ch. 2*
previous anterior
priest cura *m.*
put poner, meter; ~ **on** ponerse

rarely rara vez
read leer
reason razón *f.*
receive recibir
recognize conocer (conozco, conoces, conocemos)
regret sentir *r. ch. 2*
repeat repetir *r. ch. 3*
resemble parecerse
restaurant restorán *m.*
right-over-there ahí
Robert Roberto *m.*

same mismo, -a; **the** ~ **as** lo mismo como
satisfactory satisfactorio, -a
say decir *r. ch. 3 and irreg.*; **that is to** ~ es decir
seem parecer
sell vender, (*of railroad tickets*) expender
send enviar
set poner; ~ **about** ponerse a
six seis
slip (*literally*, **stumble**) tropiezo *m.*; **make** ~**s** dar tropiezos
so that de manera que; ~ **large that** tan grande que
some algún(o), -a
something algo
sometimes algunas veces
soon pronto; **as** ~ **as** en cuanto
Spaniard español, -la *m. and f.*
speaker orador *m.*
spectator espectador *m.*
spend pasar (*of time*); gastar (*of money*)
stairs: go up~ subir (por la escalera)
station-master jefe de la estación *m.*
still aún, todavía
Sunday (el) domingo *m.*
suppose suponer (supongo, supones)
sure seguro; **I am** ~ estoy seguro; **it is** ~ es seguro

take: ~ **place** verificarse, tener lugar
talk hablar
ten diez
that ese, esa, esos, esas; aquel, -lla, -llos, -llas; ~ **one** ése *etc.*, aquél *etc.*
that: so large ~ tan grande que
their: of ~**s** suyo, -a, -os, -as; ~**s** el suyo, la suya, *etc.*
then entonces, en aquel momento
there allí; **right-over-**~ ahí
think pensar; ~ **of** pensar en *r. ch. 1*
thirty treinta
this, these, este, -a, -os, -as
those who los que, las que
though, even though, aun cuando (*with subjunctive*)
time: at that ~ en aquel momento

tired cansado, -a (estoy cansado)
tiresome cansado, -a (el orador es cansado)
today hoy
together junto, -a
tomorrow mañana; ∾ **morning** mañana por la mañana
too, too much, demasiado
tooth diente *m.*
travel viajar
try (to) tratar de
twenty-five veinticinco

university (*adj.*) universitario, -a; de la universidad
usually por lo común

wait, wait for, esperar
wake up despertarse *r. ch. 1*
way modo *m.*; **in that** ∾ de ese modo
what (*interr. pron.*) qué; (*interr. adj.*) qué, cuál
what (that which) lo que
when cuando; *interr.* cuándo
where donde; *interr.* dónde
which que; **(that** ∾**)** lo que; **of** ∾ cuyo, -a, -os, -as
who quien; *interr.* quién
whose cuyo, -a, -os, -as
wise sabio, -a
within dentro; dentro de
without sin
work trabajo *m.*; (*a production*) obra *f.*

year año, curso **(university** ∾**)** *m.*; **last** ∾ el año pasado
yesterday ayer
yet aún, todavía
young: ∾ man joven *m.*
yours el suyo, -a *etc.*; el tuyo, -a *etc.*

Pattisson ΔΔΔ
Dudley ΔΔΔ
McNeff ΠΒΦ
Mrs. Johnson
Letha "
Pfeifer
Durkee ΔΜΑ
Brokaw ΚΣ